

RECREATION

Formerly THE PLAYGROUND

— June 1935 —

**On the Summer Playgrounds
of 1934**

Character Training for Youth.

By John Dewey, Ph. D., LL. D.

Playground Planning and Layout

By Gilbert Clegg

**When the Neighborhood Playground
Ends Its Season**

By Dora M. Einert

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Jane Addams

JANE ADDAMS belonged not to any one generation, any one city, any single country, though few citizens identified themselves more with their country, their city, their ward, their neighborhood, with the times in which they lived. She possessed the quality that is eternal —that belongs to mankind everywhere.

As one sat with her one felt that she saw all the weakness and the frailty of human nature. She possessed the quality of understanding. Yet she had abiding faith in humanity through the ages. Mankind is going somewhere. It is worth while to try. Temporary defeats there will always be, setbacks, detours. Though there be much fog there is a way to Olympus and very much of the time this way can be seen.

It was not accidental that a woman such as Jane Addams should share in building up the recreation movement—the movement for more abundant life. This movement itself came in part out of the settlement movement, had part of its roots there. Jane Addams herself was ever concerned over poverty of life.

With simplicity, directness, clearness, vision, Jane Addams saw the life needs of men, women and children and helped make these needs clear to others. She saw the contributions which even neglected individuals and groups could make to the common neighborhood and community life. Housing, health, labor relations were important to her, but she was not one of those who got lost in the things that are more outside of man himself. She knew well that bread, clothing and houses and health are not enough, that man cannot live by these alone; that music and romance and adventure and beauty are also a part of what men live by.

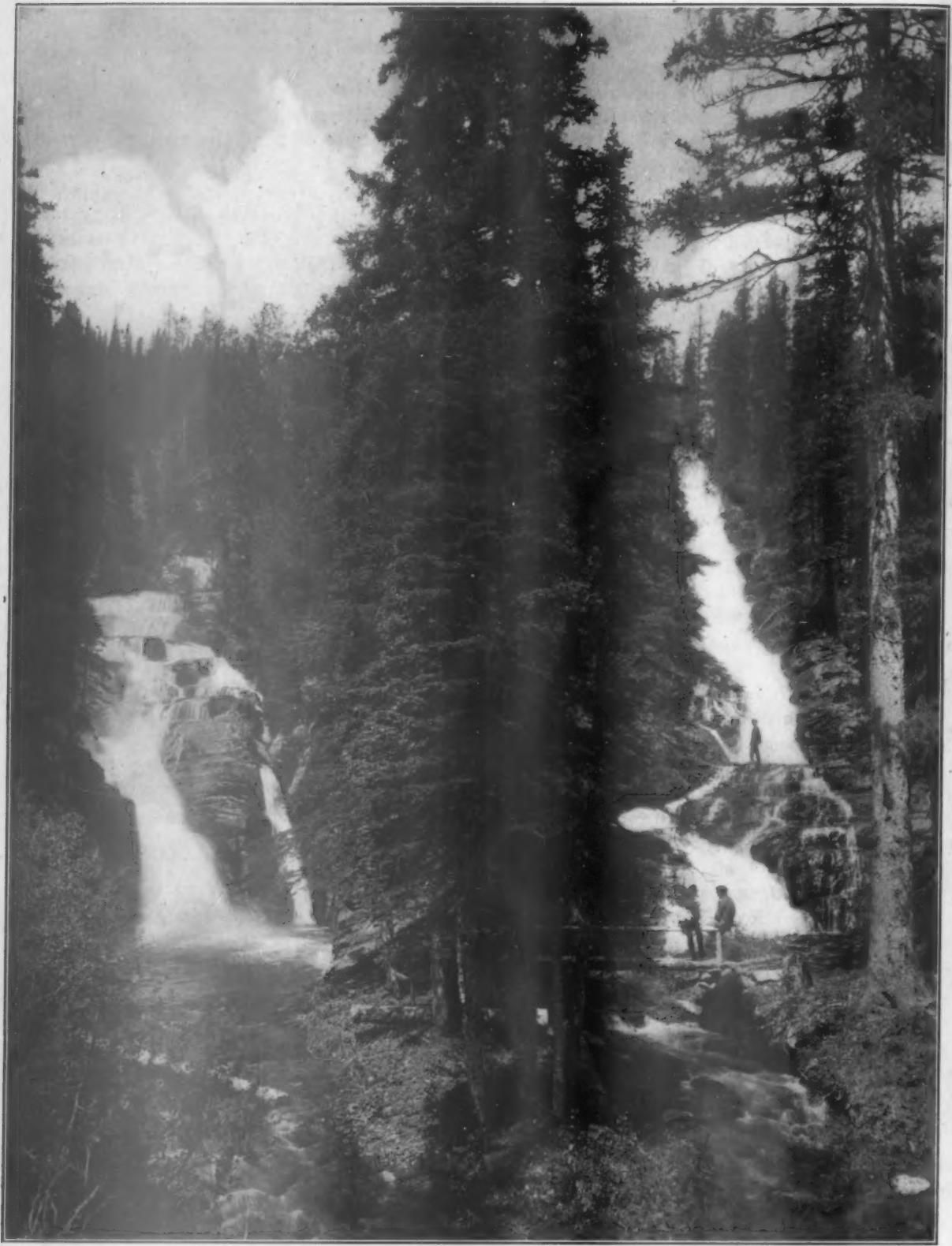
Though Jane Addams in the early days of the national play and recreation movement actively identified herself with the Association, giving of her time and strength to its problems, serving as a member of the Board of Directors of the Association, one always felt that she saw clearly that the world was not going to be saved by institutions or by organization, important as both are, but rather that progress would depend upon the spirit, the atmosphere, the climate maintained, and that all institutions and constitutions were but means to this end. Above all a certain spirit was to be maintained if mankind were to keep the forward march.

Jane Addams' great contribution to the recreation movement for more abundant living was not in the books she wrote, great as was the contribution of "The Spirit of Youth and the City Streets"; not in what she did, much as that helped. Rather it was in the spirit that she carried, in what she herself was.

She is one of a small group that established high traditions. Her patience, her long-time faith, her giving no thought to herself, the revelation in her own life of the possibilities of height and depth in living, helped to establish in the national recreation movement traditions of a non-mechanical, non-institutional, non-self-seeking service.

HOWARD BRAUCHER.

JUNE 1935



Character Training for Youth

By JOHN DEWEY, Ph.D., LL.D.

HERE is a good deal of alarm just now at what seems to be a deterioration of character among the young. There is a growing increase of juvenile criminality. Revelations of breach of trust and shady practices among men the community had looked up to as leaders have led to questioning of the value of the education they received when they were young. The prevalence of racketeering has added to the force of the question. In consequence, many persons are blaming the school for inattention to the importance of moral education. There are many who demand that systematic moral and religious instruction be introduced into the schools.

How far are the charges against the schools justified?

What is the place of the schools in the moral education of the young?

Anyone interested in these questions should be clear about at least two things. In the first place, the roots of character go deep and its branches extend far. Character means all the desires, purposes, and habits that influence conduct. The mind of an individual, his ideas and beliefs, are a part of character, for thought enters into the formation of desires and aims. Mind includes imagination, for there is nothing more important than the nature of the situations that fill imagination when a person is idle or at work. If we could look into a person's mind and see which mental pictures are habitually entertained we should have an unsurpassed key to his character. Habits are the fibre of character, but there are habits of desire and imagination as well as of outer action.

The second point follows from the first. Just because character is such an inclusive thing, the influences that shape it are equally extensive. If we bear this fact in mind when we ask what the schools are doing and can do in forming character, we shall not expect too much from them. We shall realize that at best the schools can be but one agency among the very many that are active in forming character. Compared with other influ-

Has modern education broken down?
Is the school altogether to blame
for increased juvenile delinquency?
What changes in school organization might remedy the situation?
Where does the community come in?

ences that shape desire and purpose, the influence of the school is neither constant nor intense. Moral education of our children is in fact going on all the time, every waking hour of the day and three hundred and sixty-five days a year. Every influence that modifies the disposition and habits, the desires and thoughts of a child is a part of the development of his character.

In contrast with their power, the school has the children under its influence five hours a day, for not more than two hundred days a year (on the average much less), and its main business is teaching subject-matter and promoting the acquisition of certain skills, reading, writing, figuring, that from the childrens' standpoint have little to do with their main interests. The information given is largely from books, is remote from daily life, and is mainly committed to memory for reproduction in recitations rather than for direct manifestation in action outside the school. Industry, promptness, and neatness are indeed insisted upon, but even the good habits formed in these matters are so specialized that their transfer over into out-of-school matters is largely a matter of accident. Because the material is remote, the effect on character is also remote.

In short, formation of character is going on all the time; it cannot be confined to special occasions. Every experience a child has, especially if his emotions are enlisted, leaves an impress upon character. The friends and associates of the growing boy and girl, what goes on upon the playground and in the street, the newspapers, magazines, and books they read, the parties and movies they attend, the presence or absence of regular responsibilities in the home, the attitude of parents

to each other, the general atmosphere of the household—all of these things are operating pretty constantly. And their effect is all the greater because they work unconsciously when the young are not thinking of morals at all. Even the best conscious instruction is effective in the degree in which it harmonizes with the cumulative result of all these unconscious forces.

Character, in short, is something that is *formed* rather than something that can be taught as geography and arithmetic are taught. Special things about character can be taught, and such teaching is important. It is usually given, both at home and in school, when something is done that is irregular and is disapproved. The child is disobedient, quarrelsome, has shirked doing some assigned task, has told a lie, etc. Then his attention is called to some specific moral matter. Even so, a great deal depends upon the way this moral instruction is managed. Reproof may be given in such a way that dislike of all authority is inculcated. Or a child develops skill in evasion and in covering up things that he knows are disapproved of.

Negativism, fear, undue self-consciousness often result. Consequently the net effect of even direct moral instruction cannot be foretold, and its efficacy depends upon its fitting into the mass of conditions which play unconsciously upon the young.

A few of the indirect forces may be noted by way of illustration. Recent investigations, conducted with scientific care, have shown that many boys and girls have been stimulated in unwholesome ways by the movies. Parents in good homes are likely to underestimate the influences of the movies upon children coming from other kinds of homes. The influence of movies upon children is fixed by the general tone and level of the child's surroundings.

A boy or girl from a cramped environment that provides few outlets reacts very differently from one in which the movie is not the main vent for romance, and for acquaintance with conditions very different from those that habitually surround him. The luxury of scenes depicted on the screen, the display of adventure and easy sex relations, inoculate a boy or girl living in narrow surroundings with all sorts of new ideas and desires. Their ambitions are directed into channels that contrast vividly with actual

conditions of life. The things that a boy or girl from a well-to-do and cultivated home would discount or take simply as part of a show are for other children ideals to be realized—and without especial regard for the means of their attainment. The little moral at the close has no power compared with the force of desires that are excited.

A child who is one of a family of from four to six or seven children living in two rooms in a congested tenement district lives also on a congested street. The father is away most of the day and comes home tired from monotonous work. The mother, needless to say, has no servant. The children are under foot save when at school. They are "naughty" and scolded in the degree in which they get in her way or make added work. The street is their natural outlet and the mother gets relief in the degree they are out of the two rooms of the home. The effect of such conditions in creating a type of life in which the discipline and example of the gang count much more than that of family instruction cannot be exaggerated.

The homes of many of the well-to-do suffer from opposite conditions. There is excess of luxury and deficit of responsibility, since the routine of the household is cared for by servants.

To "pass the buck" and to find "alibis" is natural to all of us. When the public is faced by the sum total of the bad results of the conditions—of which only one or two have been selected as illustrations—a cry goes up that the schools are not doing their duty. I am not trying to set forth an alibi in turn for the schools, and I do not mean to assert that they have done and are doing all that can be done in shaping character. But take a look in imagination at the schoolroom. There are forty children there, perhaps fifty since the depression. The children are there five or five and a half hours a day. The teacher takes care of the "order" of the room, hears lessons in six or seven subjects, corrects papers, and has more or less semi-janitorial work to do. In the average schoolroom even today most of the time of the children

is spent, when not reciting, in conning their textbooks, doing "sums" and other written work. They are active beings and yet have little outlet for their active impulses. How many parents would undertake to do much training of character, save of a negative and repres-

We hear and read much these days about character training and the responsibility of the school toward the moral education of boys and girls. Through the courtesy of *The Rotarian*, in which the article originally appeared, we are presenting the point of view of one of America's outstanding educators and philosophers.

sive sort, under such conditions?

The answer that is often given is to add one more study. Give direct instruction in morals, or in religion combined with morals. Now I cannot go into the merits and demerits of direct instruction of this sort. But it is a matter of common experience in other subjects that formal instruction often leaves no great impress. It is one thing to learn words and sentences by heart and another thing to take them to heart so that they influence action. At the best, this method has no great force in comparison with the indirect effect of conditions that are operating all the time in school and out. It is an old and true saying that example is more powerful than precept, and example is but one of the forces that act constantly on the young.

Those who are inclined to think that more of direct moral instruction would be almost a panacea for present evils usually look back to earlier times when such instruction was customary in home and school. They forget that it was effective because it was part of the general conditions and atmosphere. It was reinforced by many other things that are now lacking. It is a fallacy to suppose that the social trend and context can be radically changed and special methods be as effective as they were under other conditions.

It would be absurd to omit the effect upon the plastic and forming character of the young of the economic conditions that prevailed about them. Till recently, youth has grown up in a social atmosphere in which emphasis upon material success was enormous, both consciously and unconsciously. The fact that multitudes of persons were engaged in steady and honest industry was not sensational. Save where the young were faced with that fact in their own home and neighborhood, it did not have the effect that conspicuous



And as for parents. "I would put parental education second among the factors demanded in the improvement of character education."

cases of great financial careers exerted. And many children were faced by the fact that in their own homes, industry and honesty brought no great material reward. They came to feel that possession of money was the key to the things they most desired.

There is no great amount of tangible evidence that can be cited on this point. But the very fact that so many persons have come to think that the great thing is to "get by," and that if a person attains material success no great attention will be paid by society to the means by which he "got away" with it, should be evidence enough. If material success is glorified by current public opinion, the effect of that glorification upon the young cannot be offset by occasional moralizing from pulpit, press, teacher and parent.

In pointing out that the concrete state of social relations and activities is the most powerful factor in shaping character, I do not wish it inferred that I think schools have no responsibility and no opportunity. The conclusion to be drawn is that the schools are only one among many factors, and

that their shaping influence will be most helpful when it falls in line with social forces operating outside the schools.

I think the depression has had one healthy effect. It has led to a more general questioning of the primacy of material values. Events have disclosed the demoralizing effect of making success in business the chief aim of life. But I think that still greater economic reconstruction must take place before material attainment and the acquisitive motive will be reduced to their place. It is difficult to produce a cooperative type of character in an economic system that lays chief stress upon competition, and wherein the most successful competitor is the one who is the most richly rewarded and who becomes almost the social hero and model. So I should put general economic change as the first and most important factor in producing a better kind of education for formation of character.

As long as society does not guarantee security of useful work, security for old age, and security of a decent home and of opportunity for education of all children by other means than acquisition of money, that long the very affection of parents for their children, their desire that children may have a better opportunity than their parents had, will compel parents to put great emphasis upon getting ahead in material ways, and their example will be a dominant factor in educating children.

As I have already intimated, better education of parents would be a large element in bringing about better moral education of children and youth. Psychology is still in its infancy. But the increase of knowledge of human nature, and of how it develops and is modified, has grown enormously in the last generation. It has grown especially with respect to how relations between persons—between parents with respect to each other and with respect to their offspring—affect character. The important movement for parental education has developed out of this increase of knowledge. But there are still multitudes of parents who have not had the most rudimentary contact with the new knowledge and who are totally unaware of the influences that are most powerfully affecting the moral fibre of their children.

I would put parental education second among the factors demanded in the improvement of character education.

In recent years there has been great advance in provision of recreation for the young, and yet hardly more than a beginning in comparison with what remains to be done. There are regions in New York City where "cellar clubs" flourish and are attended by school boys and girls. There are large regions in which, in spite of the efforts of social settlements, public playgrounds, and school fields, the great mass of growing youth resort to the streets for an outlet in the day time, and to dance halls, movies, and the like, in the evening.

The two dominant impulses of youth are toward activity and toward some kind of collective association. Our failure to provide for these two impulses, under the changed conditions of rural as well as city life, is at least a partial measure of why we are getting unsatisfactory results in character development.

If I put the school fourth and last it is not because I regard it as the least important of factors in moral training but because its success is so much bound up with the operation of the three others. I shall mention only two changes that would help. Few schools

are organized on a social basis. Moral instruction through conference and discussion would be much more effective if it grew out of concrete situations present in the experience of the young instead of centering about general discussions of virtues and vices in the abstract. The more the school is organized as a community in which pupils share, the more opportunity there is for this kind of discussion and the more surely it will lead to the problems of larger social groupings outside the school. Moreover, such organization would give practice in the give and take of social life, practice in methods of cooperation, and would require assumption of definite responsibilities on the part of the young people—adapted of course to their age and maturity.

The other change is provision of greater opportunity for positive action, with corresponding reduction of the amount of passivity and mere absorption that are still current. The latter style

(Continued on page 175)

"The two dominant impulses of youth are toward activity and toward some kind of collective association. Our failure to provide for these two impulses, under the changed conditions of rural as well as city life, is at least a partial measure of why we are getting unsatisfactory results in character development."

Philadelphia's Adventure in Conducting a Day Camp

Each summer an increasing number of cities conduct day camps and find them satisfying experiences

By ELIZABETH HINES HANLEY
Playground and Recreation Association
Philadelphia, Pa.

ONE OF THE outstanding activities in Philadelphia last summer was the day camp which, in a sense, was the highlight of all the summer's projects promoted by the Playground and Recreation Association. For it had never been done before, as had the street and vacant lot playgrounds, and consequently it opened up entirely new experiences for most of those who were transported to the camp. This was done by means of buses generously loaned by the Board of Education. While this means of transportation was intended for children up to fourteen years of age, an occasional father, aunt, grandmother or older sister or brother contrived to go along "to take care of kids too little to go on their own."

The Camp Site

The site of the camp was a particularly wild, almost primeval spot in Pennypack Park, about fifteen miles from the city, at a point where Pennypack Creek widens out into an ideal swimming pool. The surrounding woods are in an absolutely natural state, with trees, rocks and twisting paths probably just as they were in Indian days, only older and more worn and weather beaten. There were no modern facilities of any sort, but one of the assistant directors lived in an old stone house near by and this was used for assembly, dressing rooms and other conveniences.

It would be impossible to imagine an atmosphere as far removed from that of the congested district from which the members came, and after the season was over it was sought again and again by many who had first come under its soothing spell at the day camp.

The period of time for the camp was six weeks, and the personnel consisted of a director and two

assistants. The campers were drawn from twenty-seven locations—the streets, vacant lots and playgrounds used as clearing centers, and selections were made by the directors of these centers. Each group was given two trips, and great care had to be taken that there were no repeaters.

Some Experiences

In the many incidents and stories of experiences with the campers, the director reveals the eagerness with which every one looked forward to the day at camp, and their disappointment when they could not be taken there because of an overload, or of the fact that they had already had their "two turns." Some of the mothers were so keen about going that they became overwrought in feeling and language when they had to be denied.

"Repeats" slipped in now and then in spite of every precaution, and some even wanted a third or fourth trip! The mothers were always in this class, and were eager to have others enjoy the experience. "One mother," said our director, "had been on the first trip and was talking with a waiting mother on the sidewalk. 'My, but you will enjoy it,' she said. 'We surely had a restful time, and I wish I could go again.' (Then, softly, as with a secret wonder) 'You know, they take the children away and you are all by yourself most of the time!'"

This release was possible because the leaders organized games, hikes, story hours and stunts, not to mention the swims in the creek. Even when it rained the program was carried on. The assistant director who lived near by very hospitably took the group into his house, and the active

Games were changed to quiet ones, with singing, stories and dancing making the time pass as pleasantly as out of doors.

"Once," the director relates, "Mr. Kuhlen, hospitable as ever, produced a victrola and records, and, though they weren't the very latest hits, the children enjoyed them. Then we remembered the checkers and jacks. They proved to be very entertaining, the children playing with them out on the porch. Mr. Kuhlen turned over the dining room for handwork, and we were permitted to use a famous antique dining table. We cut out paper circus animals, clowns, etc., and colored them. The older girls traced and colored leaves of trees we had seen on the nature walk for a poster. One of the mothers helped us. Mr. Nissman organized games for the rest of the children in the assembly room. Mr. Kuhlen took some of the mothers and played cards with them. The rest of the mothers sat on the porch and talked, knitted, or played with their children. At swimming time, Mr. Nissman took the swimmers to the creek. Even a mother went, and when they returned they reported the water was fine! And all the time it rained and rained! But nobody minded it. One mother said: 'Well, it would be raining if we were at home, anyway, and we will make the best of it. It's nice to be out here for a change.'"

From the director's note book we quote an incident she labels as "spontaneous."

"One day we had an almost exclusively Italian group. From the time they arrived until they went home it was a 'free day.' They just thrilled to everything, ran all over the place, and were especially interested in the fishing, as Wednesday is fishing day at Pennypack Park. Well, fishing proved our undoing! I could not keep them away from the creek. After lunch I tried to have a nature walk as usual. Finally I succeeded in getting them together around the beeches for the talk, but most of the boys were not listening or paying the slightest attention. One of the younger girls, about ten, noticing my predicament and really interested herself, naively remarked: 'Teacher, if I were you, I wouldn't try to talk about the trees. I would just walk, as long as the boys won't behave.' I tried to get over to them the idea of not cutting the bark, and let it go at that, and we proceeded to walk. The first thing I knew, a few of the boys were missing, hiding behind trees in the rear. One of

them was an older boy by the name of Dominic, and his mother scolded him roundly in her native tongue until reluctantly he came out from behind the shrubs along the creek, and then I went back and spoke to him. I asked him why he didn't want to come along with the rest of the groups, and he said: 'Teacher, I want to fish.' I said to him, 'Son, don't you realize that if I let you stop and fish many of the other boys will want to do it, too? You see, you are older, and they will want to follow your example. Now, won't you come along and be a good sport?' With a little more persuasion, he came.

"As we walked along, some were more or less interested, so we gave a little nature instruction en route. Suddenly, an open space along the bank of the creek came into view, and about half of the group, both boys and girls, rushed down to the edge of the creek. Two boys were fishing on the other side of the creek. 'So much for the hike!' sighed I. Then suddenly, there flashed through my mind something I had learned not so long ago about trying to follow the interest of the group rather than insisting on your own cut and dried plan. Why not watch the fishing, then? So, we all stopped walking. I joined the group at the water's edge. What a time we had! There were so many small rocks and it was so difficult to keep a footing, and the water around them at least a foot deep! After a while they tired of watching the fishing, and attention centered on the tadpoles and fishes swimming by. Suddenly, a shriek, right behind me—a little brother had fallen into the creek! No harm done, but quite wet. Teacher, in her excitement, turned around too fast, and her foot slipped into the creek, too, filling her shoe with water. She laughed, so, little brother stopped crying. We had just settled down again when from a little further up the creek, where some of the group had ventured to explore, came shrieks, and cries of 'Teacher, some kind of bugs are coming out of the water and stinging us!' A hasty exodus from the banks of the creek to the teacher, and the showing of many stings amid tears among the girls. From Dominic: 'Say, Teacher, have you any medicine for stings?' I answered in the affirmative, and immediately all the stung ones were my pals.

"It was quite easy to get back to the house now. On the way the boys discovered a snake, of the water variety, I believe, coiled

In this article Mrs. Hanley has emphasized not so much the technique and procedure of day camp organization and administration, as the contribution it makes in terms of human values.

up right close to the path so all could see it. Apparently, it had been injured by the hoof of a horse while crossing the path as it appeared to have sort of a bruise on its side. It seemed to be dead. Dominic's mother stood bewildered, and turned to me and said: 'Why are you not afraid of the snake? Is it dead?' That was too much for the snake. It cautiously moved its head, stuck out its tongue, very slowly uncoiled, and crawled away, to the fascination of the group. I had to explain to the children that snakes are the friends of man, eating field mice, and I thought this was the kind that ate mosquito larvae from the creek. The crowd moved on to the house as their minds went back to the stings. I was still wondering what sort of bug in the creek would suddenly fly out and sting them, but I was soon enlightened. One of the stung little girls confidentially informed me that one of the boys had poked a stick into a hornets nest! Now it was all so clear and simple. Suddenly I noticed two of the older boys engaged in conversation, and showing evidences of going back after the snake. They were determined to kill it. The idea of letting the snake live, even after what I had said in the snake's favor, was just too ridiculous for words. They glanced back at me to see if I were watching, and when they found I was, they reluctantly gave up the idea, and the snake is still alive—at least, as far as that group is concerned.

"When we arrived at the house, the stung ones were given 'first aid,' and the stings were alleviated. The group, or many of them, prepared to go swimming. Some of the non-swimmers started to fish minnows out of the creek and prepared to take them home in tin cans, but I explained that this was not allowed, and asked them to put the fish back into the creek, telling them they had been put there by the Isaack Walton Club that they might grow up to be big enough for fishermen to catch. Finally we were

One of the delights experienced by the day camper is the nature walk with all of the unfamiliar beauty it discloses.



Courtesy Ft. Worth, Texas, Park Department

eating our last lunch before going home, when Dominic turned to me with a smile and said: 'Teacher, we had a swell time today, didn't we?' I was amazed, as I had certainly gotten after him many times during the day. He was a nice boy, and I was glad that I had not insisted on our usual routine. They had learned a good deal about nature in their own way, and they had certainly had a *swell* time!"

The nature walks were enjoyed by all kinds and ages. The director says:

"On one trip several mothers with babies in arms walked the entire distance and loved it, their little three- and four-year olds toddling along and not getting a bit tired. One of the older mothers said: 'No, indeed, I am not tired. We don't get a chance to take a walk in the country very often, so, we are going to take advantage of it.' And maybe that little English mother, sixty-one years old, didn't hike, too, the entire distance of two miles! Many of the children had never been on hikes before. It was all so new, as part of the walk was through a farm, and they saw chickens, cows, horses, farmers and farm implements; wagons, crops, barns and horse troughs, corn cribs and beautiful flowers, and they really loved it. One little girl said: 'You know, I never did anything so interesting as this nature walk. The more you walk along, the more interesting it becomes.'

"Three older boys were so interested in the nature walks that they went on for the two-mile distance while the rest went in swimming, and this cut down their swimming time about thirty minutes—they liked swimming,

too. An Italian mother said: 'This is a beautiful place, such trees, and it is quiet. It reminds me of my country.' An Irish mother said wistfully to me: 'This is surely a beautiful place and makes me think of home.' 'Where is your home?' I asked. 'Ireland,' she said, 'and it's very beautiful there. I have been thinking today of all the

things I used to do when I was a girl. We had a creek like this, and I used to take off my shoes and stockings and go wading.' There is a hill on the hike, and one little chap remarked: 'Say, Teacher, you have to go up this hill in second, don't you?'

"We had so many delightful experiences it is hard to single out any one as the best, but those we had on the walks brought probably the most instruction. We broke up the two-mile distance into about half-mile stretches. At the end of the first, we took a look at the tadpoles; at the end of the second, we paused at the farm house to get a drink of real spring water; at the end of the third, we stopped in front of the 'oldest Baptist Church in this part of the country, founded in 1688.' The church yard was enclosed by a nice stone wall, in front of which was a long grassy bank shaded with maples. We rested either on the wall or on the bank, and held impromptu shows. We discovered much talent among the children in the way of singing and dancing. Sometimes a mother was gifted and sang for us. We enjoyed it all very much. The mothers particularly like the hikes. On one trip several mothers were carrying their babies, and I offered to do my daily kindness by carrying a sleeping baby for a half-mile. Believe me, I was never so glad of anything in my life than to give the baby back to its mother when we had returned to the grove. She was very kind and said it was because I wasn't used to it! Perhaps that was the reason, but my arms certainly were tired!"

A fine by-product of the day camp project was the training of older boys and girls to act as leaders for the others in games, swimming, and keeping them together on the hikes. They developed into most efficient assistants, and were always glad to "go along and help with the kids."

In the groups taken to the camps there were representatives from Italy, Ireland, England, Poland, Syria, Greece, Scotland, Germany, France and Bohemia. Many were foreign-born; others were children of these parents. There were two buses from the Jewish section of the city. The greatest number were Irish, or of Irish descent, then Italian, Jewish and Polish. The adults ranged in age from twenty to seventy, and in type from the ultra-modern mother to the dear old Mauve 'Decade grandmother; even our "hardest cases," really enjoyed themselves.

An instance is given of "what a real father is like," according to the director. She says:

"This father worked at night. His wife had been ill in bed with rheumatism for three months, and there were five children, the youngest two years old. At first, the plan had been for the oldest son, about twelve, to take care of the others at the camp. Well, father arrived from work while we were gathering the clans to go. He just couldn't let those kiddies go without him, so, without any sleep, he came along. At the park he insisted on helping us in every way possible; took excellent care of the five youngsters, and when we got back home, he said what a lovely time he had had, and hoped that none of the group had caused us trouble that day. He was just splendid, and we all appreciated his spirit and helpfulness."

When the time for ending the season came, there were many expressions of regret, but also of appreciation of the pleasures of the camp. The director has recorded some of these in brief sentences: "Frequently the children said as they left the bus, 'Good-by, Teacher. See you next year.' 'Don't forget our street next year. We surely enjoyed ourselves.' A mother said: 'This is the first time that I ever remember anything like this being done for the mothers. It's fine, and we surely appreciated it.'"

A Cooperative Venture

A much-asked question by parents was: "Who does this, anyway?" The answer brought out the real strength of the project, and the reason for its unique success. "The Philadelphia Playground and Recreation Association furnished the equipment, rooms, milk, director and assistant, program and administration; the Board of Education provided the buses and drivers; L.W.D. supplied Mr. Nissman, and the Park Department gave the use of the park and the life guard."

That is, indeed, the ultimate in cooperation, and may well be commended as an unfailing formula for success with any kind of project, recreational or not.

If your city should conduct a day camp during the summer of 1935, will you not send us at the end of the season an account of the program and the results secured? The National Recreation Association is anxious to have as complete as possible a record of such experiments throughout the country. The information which is secured will be made available for the use of all who may be interested.

On the Summer Playgrounds of 1934

ONE OF THE popular activities on the Salt Lake City playgrounds last summer was the city-wide contest in sand modeling, accompanied by sand table exhibits.

At the institute for recreation workers held in the beginning of the summer the suggestion was made that a theme be selected each day for the entire kindergarten program, which could be carried out in all activities. If, for example, the topic for the day was Holland, in the construction period tulips, windmills and Dutch characters were cut out and colored; the dancing period which followed was devoted to Dutch folk dances, impersonating windmills and the like; during the singing hour, "I Wish I Had a Windmill" was taught which readily became the theme song for the day; the story of the boy who saved the dike was told, and the children went to the sand box where a Dutch scene was constructed.

The creation of sand tables, rather than ordinary sand boxes, was brought about by the elaboration of scenes which were desired to be kept intact. From daily themes weekly ones developed in order that more details might be incorporated, and wooden trees, houses, fences, barns and boats replaced the flimsy paper articles. Clothespins, with paint, paper, paste and the exercise of a little ingenuity, made delightful figurines. It was not long until the interest of the older children was aroused and they too wanted to model. The sand tables were made by nailing a 3 inch board around the edge of a regular playground table.

The climax was reached in a



city-wide sand table contest. Each playground was allowed to select its own theme. One constructed a model city, with backyard playgrounds, streets arranged with the safety of children considered, a well-equipped school yard, and a center park with a golf course, swimming pool, tennis courts, baseball fields, and a children's playground.

Among the most popular tales were *Rapunzel*, *Tin Soldier*, *The Little Lambkin*, the *Pied Piper*,

(with dozens of clay rats $\frac{1}{2}$ " long), *The Farmer in the Dell*, the *Three Bears*, *Little Red Riding Hood*. Even the inside of grandmother's house was finished in the greatest detail and the *Three Little Pigs* made clever themes. The entire story could be traced by the figures in the sand.

Scenes depicting various countries were also constructed—grass houses, very blue water (paper under glass) with dozens of bathers on its shores, surf-board riders, dolls in grass skirts pictured "Hawaii"; castles, kilts, mountains and lakes presented colorful Scotland. Three judges went from playground to playground and selected the winners whose award was the honor of winning and points toward the playground banner.

With the Indians in Louisville!

The fascination which any American Indian subject holds for most of us added impetus to the summer handcraft program in Louisville, Kentucky. The annual playground play contest was based on Indian themes, so it was with little urging that the children and the grown-ups started to make the many properties required. Tepees were

In the preceding article the Playground and Recreation Association of Philadelphia has reported the day camp as its outstanding activity. In some cities music, handcraft, drama and various other interests were predominant. We present here a few of these highlights in the hope that they may have suggestions for other cities.

fashioned from burlap bags sewn together, brown wrapping paper and old sheets painted in approved Indian style and color. Macaroni, painted and broken into short lengths and then strung, made necklaces. Melon seeds colored with crepe paper dye, and bits of colored magazine advertisements rolled into cylinders also made effective beads, while polished tin provided material for jewelry making. War bonnets and other headdresses were made from crepe paper, feathers and painted tag board. Twisted strands of black crepe paper and old stockings became long, realistic braids of hair for the Indian maidens. Moccasins were created from old tennis slippers and sneakers painted with appropriate designs. Tin cans filled with pebbles served for rattles.

The "boom-boom" of the Indian drums came from wooden cheese boxes and large lard cans covered with stretched canvas and decorated with mystic symbols. A local pottery furnished slightly chipped jars and bowls at give-away prices, and four-hour enamel was used to give them a permanent decoration. Snowshoes were woven from willows gathered near the Ohio river which also furnished shells for other projects. Burlap bags, expertly cut and decorated, supplied the basis for most of the costumes, and so well done was the work that these costumes belied their humble origin. One playground made a beautiful canoe of light wooden strips of paper mounted on a coaster wagon which supplied the necessary power for the canoe to glide majestically on its way.

Getting away from the Indian theme, a very popular project was the making of Kentucky picture maps. These were made on a sheet of tagboard, 18x24 inches. A large outline of the state was drawn inside a decorative border and the state space was filled with small figures representing geographical and historical places and incidents such as the Kentucky Derby, My Old Kentucky Home, Mammoth Cave, etc. Daniel Boone, colored mammals, southern colonels, and race horses were used to fill odd spaces between the state outline and the border. These were all traced from multigraphed patterns in pencil, retraced with black ink, colored with water colors or crayons, and then given two coats of clear shellac. As a decorative wall panel these interesting maps were extremely attractive, and the fact that hundreds of them were made attests to their appeal. Some of the playgrounds made maps of their play center showing the wading pool, ball dia-

monds, shelter house, trees, shrubbery, and countless other points of interest on playground.

The Ever-Popular Handcraft Program

All three of the playgrounds which have been conducted for a number of years by the Playground and Recreation Association of Philadelphia had splendid exhibits of the children's handwork such as: posters, doll furniture and houses; costumes for fashion shows; villages of several sorts; a circus; lanterns, baskets, and all sorts of articles made from paper and cardboard. Tot Lot, however, carried off highest honors in the arts and crafts, and a special project was conducted there by the older boys in cooperation with the art teacher. This was the making and painting of the set for the closing dramatic presentation, "The Selfish Giant," and was especially interesting because it was done on heavy wrapping paper. Most of the properties for the play were also made at Tot Lot, and the scene was set up by the boys who made it. Each playground had an episode, made their own costumes, directed their special features, and took charge of the presentation in the final production.

Handcraft was also popular on the playgrounds conducted by the Philadelphia Bureau of Recreation, and the exhibit held in the Mayor's reception room was a successful demonstration of the use to which discarded and scrap material may be put. Old felt hats had been utilized to make gymnasium and dancing sandals; cigar boxes painted and decorated and with a few partitions added had been turned into attractive stocking boxes; a first-class locomotive had been made from two tin cans, skate wheels, two jar tops, a piano hinge and paint. Old silk stockings had been transformed into scatter rugs, and odds and ends of wool into beautiful afghans.

Drama

Last summer twenty-three playgrounds conducted by the Springfield, Illinois, Recreation Department, enjoyed a drama program. All groups entered the drama festival competition, fifteen plays being given in a single afternoon before a large audience. The Department conducted five drama clubs for children at the community center. The club plays are given before the center audience and then taken on invitation to various institutions and club meetings. The children also broadcast over the local station during the recreation leadership periods.

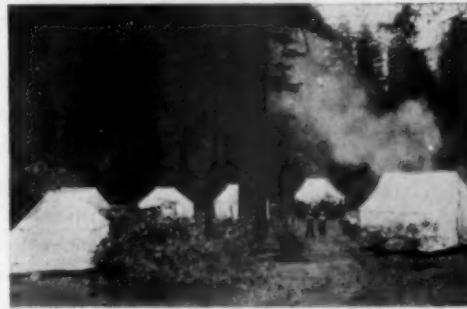
Shuffleboard in Oklahoma City

Shuffleboard, according to George W. Danielson, Superintendent of Recreation, Oklahoma City Park Department, proved one of the most successful games used last summer on the playgrounds of that city. It was enjoyed by people of all ages from six year old boys to grandmothers. No small part of the popularity was due to the inexpensiveness of the game. Sidewalks and ends of concrete tennis courts served for the courts. The court lines, being narrow, required little paint and the cues and disks were made at very small cost. The Recreation Department secured the services of a carpenter and a sign painter from the F.E.R.A. The carpenter made the cues and disks from scrap material and the painter decorated them so that they had the appearance of manufactured equipment. The painter also lined the courts.

In response to popular demand, a city-wide tournament was held. Entrants included not only those who had been playing on the park courts but a number of vacationists who brought their own manufactured equipment which the children carefully looked over and then duplicated in the handcraft shop.

Camping

Thousands of children enjoyed camping in the summer of 1934, and a number of new camps were established. Among these were the vacation camps which the Arizona ERA and the Tucson Department of Playgrounds and Recreation conducted. Two camps were established, one for girls at Mount Lemmon, 71 miles from the city. Here the Boy Scouts' camp site was used and the girls enjoyed a two weeks stay. The other camp, for boys, was at Pinery Canyon, 131 miles from Tucson, where the Y.M.C.A. buildings were used. All camp expenses were paid from ERA funds; the Recreation Department organized the program and inspected the camps each week. The Department was also responsible for the selection of directors and other workers. An advisory committee of citizens aided the project.



A view of one of the camps conducted by the Oakland Recreation Department

A number of cities experimented with day camps, among them Minneapolis where, according to a statement received from William Kelty, stay-at-home camping proved very successful.

An organization operating under the local community fund sponsored the undertaking and, for a very small sum, the children received the beneficial routine of camp life during the day, returning to their homes each evening. Both girls and boys of ages ranging from six to fifteen years were included in the six weeks camping period. The majority remained for two weeks, although a longer or shorter period was permissible.

After the children had been segregated into three groups according to age, activities began. Each morning the campers met at a designated place with specially selected counsellors for the day's program. This included athletics and games, for which a public school playground was utilized, and swimming and aquatic sports, specially chartered buses conveying the children to neighboring bathing beaches. Overnight trips play a part, but story-telling, hobby work, and the publication of a camp paper were more important activities.

One innovation was greatly enjoyed. The campers were taken in buses—or sometimes they walked—to some of the city's many points of interest from an artistic or historic standpoint or from the point of view of industrial and commercial progress.

Each noon a luncheon was served, a wholesome meal being insured through the careful supervision of trained dietitians.

Citizenship Week

The greatest and most thrilling week of School Number 19 Play Area in Rochester, New York, occurred the week when the election of officers for the play area's model government was to be held. The would-be chiefs of police and the mayors requested volunteers to campaign for them. The candidates-to-be hired publicity agents to play up their names before the people and show the great value that they could have for the model government.

The publicity agents painted signs on cardboards and colored papers of the different candidates. The cardboard signs were distributed around the school and the paper signs were nailed on the trees in the neighboring streets around the play area. In the days to follow the children and even the parents were in a frenzy wondering who would win the elections.

Positions open for nomination were: Mayor, the judges (adult and juvenile), police commissioner and district attorney, and also two assistant district attorneys, and park commissioner.

The candidates on the day of the election were seated in big high chairs on the stage. The hall was filled with the pretentious audience. As the candidates were offered for nomination the people of the audience would hesitate for a few moments as in doubt for whom he should vote when he had perhaps with all probability voiced the names of his candidates for nomination the day before. After the course of perhaps an hour to an hour and a half the officials of the model government were chosen.

The days of Monday, Wednesday and Friday were agreed upon to be the days for the trying of all misdemeanors.

The prisoner had the choice of pleading guilty or not guilty to the charge placed against him. If he pleaded not guilty, he could ask one of the two lawyers of the play area to defend him. The lawyer then could ask for an adjournment of the case to a later date. If he knew enough of the prisoner's case, he could defend his claimant the same day. In case the prisoner pleaded guilty or was found guilty, sentences were imposed on the offenders by the judge. A few of the sentences were— "Sweep out the court room and take care of the chairs after court" or "Bring in the bags off the ball diamond every night for a week," or sentences too trivial to mention. But to the prisoners they seemed mammoth!

The benefit derived from this system of government has shown the children the desirability of cooperating to make the play area a success. It has been pointed out to the children that it is their play area and whatever happens on it reflects on them.

Under the auspices of the Community Council on Summer Activities of Rochester, New York, have been created what are known as Rochester Play Areas. Citizenship Week was one of the outstanding activities of the program. The information presented here was written by Charles Clark, one of the boys on Number 19 School Play Area. It was sent us by Beatrice Parmenter, Supervisor of the New Era Classes. Play leaders who are developing junior leaders among older boys and girls will find this of interest.

Several other activities were taught and demonstrated at classes during the week. One of the instructors taught first aid showing how to bandage some part of the body and telling the class in the most interesting manner why a tourniquet should be applied above a cut, how to put on a bandage, the kind of bandage, and the medicine to be used on the wound.

Leadership training was one of the most important classes stressed. At classes held once a week the importance of leadership of older boys was pointed out. When the instructor felt that a person in his class was capable of taking care of some sport or entertainment he placed him in full charge.

Junior Leadership

The question of the use of older boys and girls on the playgrounds as junior leaders is one which is constantly coming to the front. Writing on this subject Beatrice Keating of the Houston, Texas, Recreation Department pointed out that junior playground organizations need not be definite groups organized for a special purpose with particular objectives and responsibilities. It may, she points out, be a natural group developed primarily for the convenience of massed action or cooperation and with ideals instead of rules. It may be formed not solely with the idea of benefiting the program but for the purpose of reaping the full benefit of the program. With such an organization aggressive boys and girls need not be *made* leaders but must be made to realize that they *are* leaders and brought to feel the responsibility they have as such.

This is the organization in force in the Root Square leaders' club of Houston whose members are all girls from twelve to eighteen years of age who want to belong and whose aims are to have the best possible time and to give a maximum amount of help to the playground. There is no badge and the girls do not consider it their ambition in life to lead games and do police duty. They are very conscious that they are leaders and that the playground is judged by their conduct, spirit and achievements. They know that they enjoy many activities which would be impossible if

(Continued on page 176)

Playground Planning and Layout

Mr. Clegg gives us in these observations a leaf from his experience as Playground Engineer in the City of Milwaukee, where he has planned many playgrounds and field houses.

I LIVE IN a rented house and dream of a home of my own. For years my wife and I have collected house plans and have a box full of them clipped from innumerable sources, but we have never found exactly the right one. Every plan in our collection must be changed just a little to meet our special requirements or to satisfy our taste.

A parallel situation exists in playground design. There is no ideal plan. No two conditions are identical. The size of the site; the existing trees or structures upon it; the available money for improvements; the type and extent of supervision or play leadership; the racial heritage and the economic status of the people who will use it—all vary.

Under such variable conditions, it is not surprising that the standard of facilities offered and the physical arrangement of playgrounds differ widely. And that is as it should be. When the playground plan is standardized and no longer expresses the individuality of the site, the neighborhood, or the city, in some measure it falls short of its greatest possibilities. Blind copying of one successful plan or the unstudied acceptance of what has been done in the past is not planning any more than clipping house plans from a newspaper in good architecture. Every playground should be individually planned and, if possible, the plan should be prepared by one who is more than a good play leader, who knows the play leader's aims and problems but who is also keenly conscious of the community's interest in the cost and appearance of the playground.

Such a playground designer approaches his problem from many angles. He aims (1) to get the maximum use from the land available; (2) to produce an attractive playground viewed from

By

GILBERT CLEGG
Milwaukee, Wisconsin

within or without; (3) to simplify the problems of supervision and play leadership; (4) to prevent accidents by careful segregation of activities; (5) to keep operating costs low, and (6) to keep original construction costs low.

There is nothing mysterious or bafflingly intricate about playground planning, but it does consist of more than fencing a piece of land, erecting apparatus and saying, "There it is, boys. Have a good time."

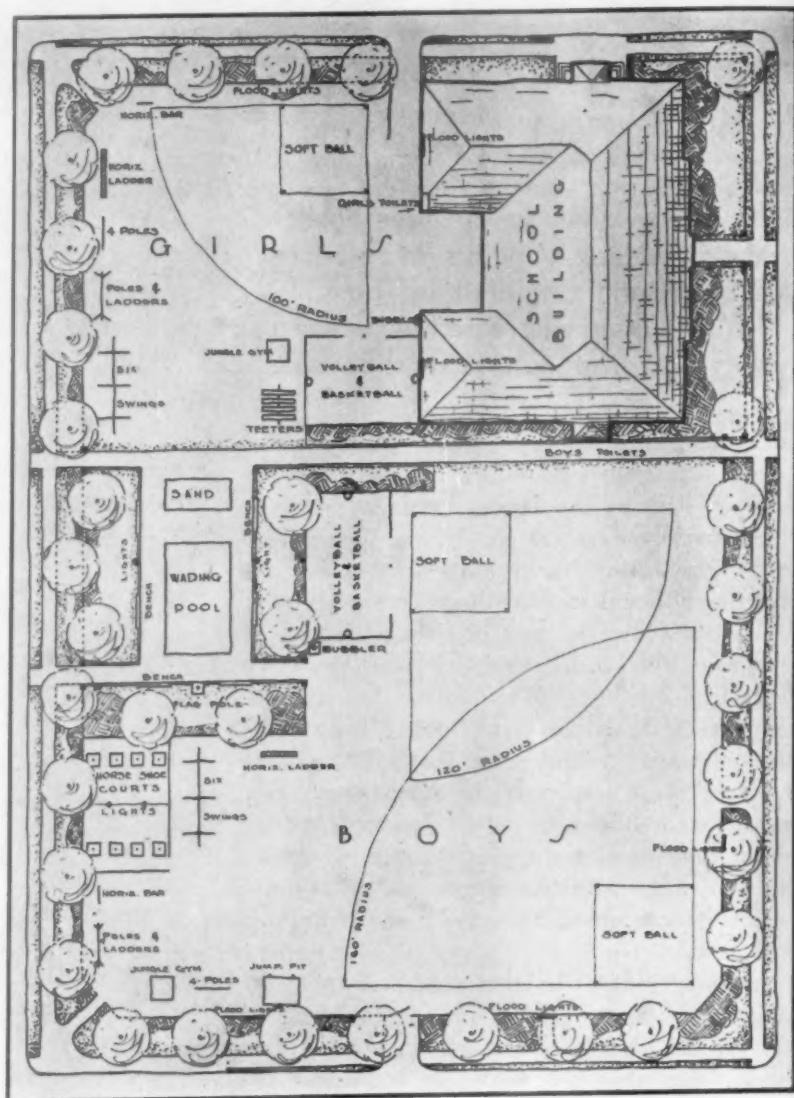
Planning Involved

Under ideal conditions the planning will start before there is a playground. The playground planner will collaborate with the body which selects school sites and with the city planner to assist in determining the exact location and size of the playground. After the land is acquired the planning may be divided into two operations—(1) the analysis of the problem, and (2) drawing the plan. Of the two operations the analysis is the more important. Unless it is clearly understood how the playground is going to be operated and by whom it will be used one might just as well copy stock plans.

The type of supervision is one of the most important factors affecting the layout. If there is to be a custodian whose only concern is preserving the peace and preventing destruction of property, the plan will be far different than if there is to be a play leader or several leaders working with different age and sex groups. Usually the custodial supervision is found in the larger parks where children go on special outings, often times for a whole day, and usually accompanied by adults. Such outings are not an every day occurrence and under these conditions the opportunity for organized play is slim. This is the

only place for the unusual and the "thrill type" of apparatus. High swings, revolving equipment, and long, undulating slides will not be used beyond the thrill stage and there will be little temptation to experiment with unorthodox and frequently dangerous variations in use. The parent usually accompanies the child on these picnics and is on the alert to prevent accidents. The design of these custodian-supervised playgrounds is primarily a problem of the landscape architect to preserve natural beauty and develop separated open spaces where family groups may play their own games, all convenient to a field house for toilet facilities and shelter.

The neighborhood playground is different from the more distant park playground in that the same group of children use it almost every day. Usually it is small, and to prevent "hogging" of space by the more aggressive gang, it is necessary to organize play groups under trained leadership. Apparatus upon such a playground must be the simplest and safest on the market and the importance of even this decreases as the leader perfects his group organization. The effective leader has children playing together instead of *with things*. Because these neighborhood playgrounds are almost always too small, and because of the high cost of land, the division of the playground for certain activities, the arrangement of these divisions, the amount and kind of equipment, demand a careful study of local conditions and the most skillfully prepared plan.



PLAN OF SIEFERT PLAYGROUND, MILWAUKEE

Designed by GILBERT CLEGG

Property dimensions, 440' x 315'. Area, 3.18 acres. Active play space, 1.97 acres or 62%. Area occupied by school building, .39 acres or 12%. Area of grass and shrub strips, walks, pool, etc., .82 acres or 26%. Property is surrounded by four streets. Long axis runs north and south. Playground is flood lighted for night use. Boys' area is "dished" for winter skating. Playground is screened from streets by a 13 foot grass and shrub border. Open space has been left near exits of school. There is a main open space for baseball and running games and a secondary open space for volley ball and basketball and for smaller boys' games. The pool and park area where both boys and girls play is accessible to the two play areas, and the apparatus is grouped away from most active play. The planting is so planned that it does not interfere with play.

The Activities

The kind of neighborhood, the kind and age of children to be served, the local traditions and preference have much to do with the activities on a playground and consequently the layout. Tennis may be popular, but there may be sufficient courts near by and here always enters the problem of justifying the reservation of 650 square yards of valuable play space for the use of four people. A skating rink may be difficult to work into the plan, but if no other place is within easy reach, the extra cost may be worth while. A wading pool may draw great crowds in one part of a city but fail to attract in another because a nearby park or

of us likes the hard, barren, all weather type of surfacing so often used. It isn't a question of likes and dislikes; it is a question of meeting definite requirements. If the playground is in conjunction with a school and the children must use it the year round, good weather and bad, then at least some portion of the grounds must be surfaced to be available under all conditions. If the grounds are large, possibly some can be left in turf, but it is the exceptional school playground that has extensive grounds and ample play facilities that can be left entirely in turf. A part of many of our northern playgrounds is flooded for a skating rink. Our experience is that where turf is flooded almost all grass is killed and the cost of maintenance is high. Where flooding is a routine matter a hard surfaced area is more satisfactory. For some games, as, for example, volley ball and basketball, a true, hard surface is desirable, and even under ideal space conditions it is probable that some area will be hard surfaced. The type of surfacing is not important in so far as the general layout is concerned and will not be discussed here.

Buildings are always expensive and the need for a building and its exact use deserve very careful considera-

tion. If the playground is in conjunction with a school it may be possible to utilize the school building for toilets, equipment storage, storm shelter and craft work. If the playground is independent of any school building the field house may vary all the way from a box for tools and equipment to a large building with all the facilities of a community center. If it is decided that a large building is necessary and finances dictate a small building, the playground plan should be made upon the basis of the large building, and, if possible, the structure that can be erected with funds available should be a part of the larger plan. The building architect and the playground designer must work in perfect coordination that the floor plan, entrances, and maintenance and supervision facilities dovetail perfectly with the general plan.



The wading pool at Burbank Playground, Milwaukee, has been made to fit into the contour of the land

beach may have a more attractive pool with pleasant accommodations for mothers. Baseball, soccer, and football have enthusiastic followings, but the players are old enough to travel considerable distances to suitable fields and these space devouring activities should not be crowded into a playground to the disadvantage of play space for young children. As a general rule boys want playground ball diamonds, and if that is all there is room for it is better to have a simple layout with a good ball diamond and nothing else than a cramped diamond, and a cramped volley ball court, all crowded against an assortment of apparatus.

Details of the plans, as, for example, surfacing, should be settled by analysis of the problem. None

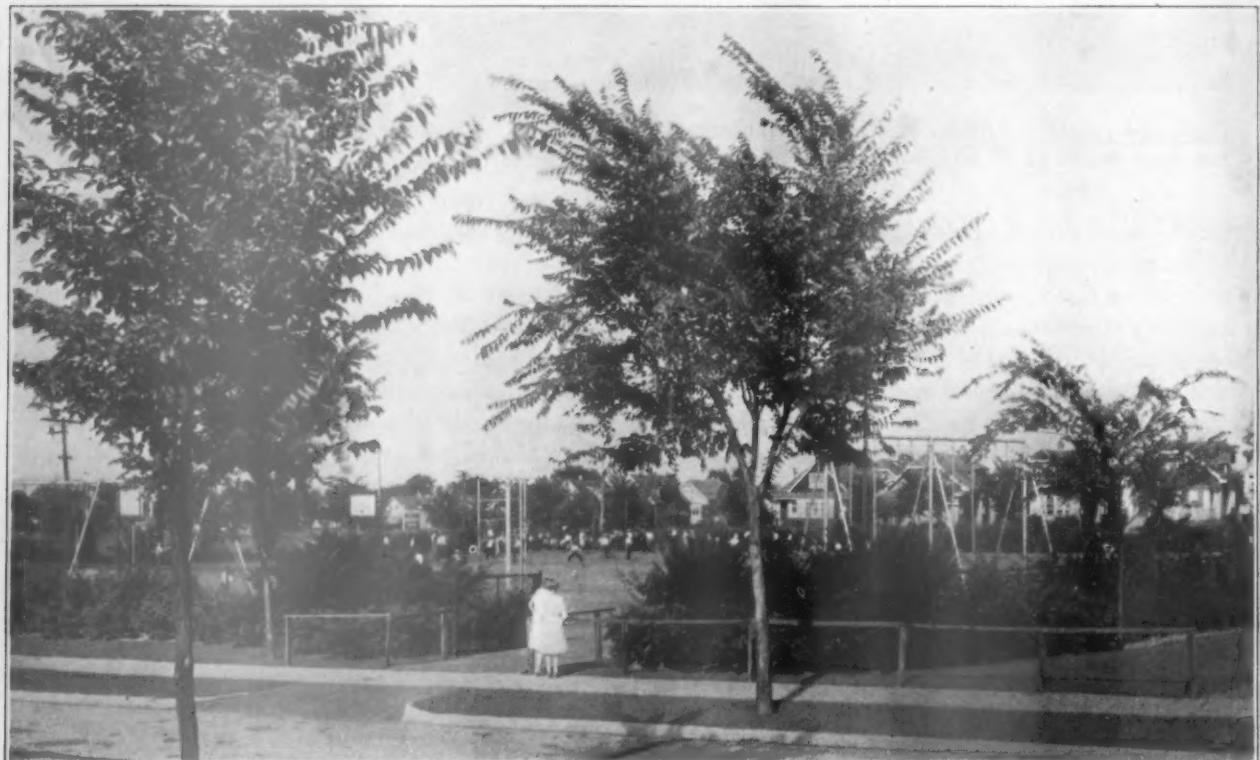
The possibility of evening play under flood lights should be considered because the layout of ball diamonds, basketball and volley ball courts, horseshoe courts, and, to a lesser degree, all the activities, are affected. The beams of light should in so far as possible light the ball at right angles to its normal flight and from two sides to prevent confusing shadows. For playground ball the main sources of light may well be on both ends of a line drawn through first and third bases. For basket and volley ball the light should be across the short axis of the court and from both sides. The poles which support these lights must be so placed that they do not interfere with active play.

The organization of the selected activities into a workable, economical and beautiful playground design starts upon the drafting board. The exact starting point and technique is a matter of personal preference. In my experience the plan just grows; tentative layouts are made, flaws are found in them, new layouts are drawn and the process is continued until the plan is evolved. If a schedule had to be prepared, it would be something like this:

- (1) Segregation of Activities
 - a. Sex
 - b. Age
 - c. Kind of activity

A view of Holt Avenue Playground, Milwaukee, showing boys' area with surrounding planting

- d. Degree of segregation
- (2) Circulation (i.e. ease of moving about)
 - a. From the street to the playground
 - b. To drinking fountains
 - c. To toilets
 - d. To the neutral areas and quiet corners
 - e. For safety—particularly affecting location of apparatus
- (3) Appearances
 - a. Simple, orderly layout
 - b. Planting for beauty
 - (1) Viewed from the outside
 - (2) Internal views
 - (3) Screening of maintenance operations—light equipment
 - c. Details of planning such as:
 - (1) Height and style of fences
 - (2) Seats
 - (3) Building architecture
 - (4) Wading pools
- (4) Maintenance
 - a. Service areas and buildings
 - b. Circulation and entrances for equipment
 - c. Water system, sewer system
- (5) Design of details
 - a. Selection of apparatus; kind of surfaces, etc.
 - b. Establishment of grades
 - c. Planting plan
 - d. Writing specifications
- (6) Estimate of Cost



With such a schedule no one part is started and carried to completion as an independent operation: the plan is built up simultaneously and this interrelation must be constantly in the designer's mind. Discussion of the plan, one phase at a time, will of necessity seem disjointed, but no other ways seem open, and I'll touch upon the details following the above outline.

Segregation of Activities

There must be some segregation of activities. Baseball and sand box modeling, volley ball and airplane building, don't mix. In planning the grounds, the activity requiring the most space, in which there are the most running and throwing, is located first. If there are to be two such areas, one for boys and one for girls, the boys' space will be larger because they hit further and run wilder. No hard and fast rule can be set down, but if a twelve inch playground ball is used the boys should have a 200 foot batting radius and the girls can get along with 125 feet. The increasing interest in playground ball is likely to lead to new standards. For small grounds where a 200 foot radius is impossible it is probable that a 14 inch ball will be standard and upon larger grounds the 12 inch ball will be used.

The segregation is dependent upon the number of play leaders and becomes greater as the number of play leaders increases. In homogeneous neighborhoods of home owners, segregation of sexes is desirable only for the playing of the more vigorous games by the children of adolescence and older. The younger children usually play their games together, just as they play together within the family circle.

These active play areas are located so that inter-play traffic does not cut across them. Off from the main path of traffic may be located smaller areas: one equipped with apparatus; another fenced and surfaced to be used for volley ball, basketball or paddle tennis; another for horseshoes; another for shuffleboard, handball or similar games; another with sand box, shade and perhaps a pool for very small children and their mothers; and finally, a service area. On the large

playgrounds there will be room for tennis courts, regulation baseball diamonds, soccer, field hockey, and football fields. The method of separating these specialized activity areas will depend upon many factors: there may be definite fences in congested grounds where safety from flying balls is an important consideration; there may be a few trees and shrubs where there is no congestion and the total area is large, or there may be no physical barrier at all.

In the evolution of the plan, as these different areas are located the paths used for the most direct passage from one to another and to the drinking fountains and toilets can be foreseen. To avoid confusion the areas should be arranged to produce a very simple pattern of paths to prevent interference and make easier the problem of supervision. The location of drinking fountains, toilets and the play director's store room should be studied to prevent interference with active play groups. Circulation can be guided and safety promoted by careful placing of entrances from the street. Gates in the middle of a block may be a cause of accidents because motorists do not expect children to dart out from the middle of a fenced playground.

This pattern of the various play areas and the paths of travel can be emphasized and made attractive with plantings of trees and shrubbery so that the planting seems to be the reason for the location of the play areas. Within the playground itself, particularly near the areas devoted to the most active play, the planting should be trees only, for shrubbery is not robust enough to stand the abuse it is likely to get. Around the quiet activity spaces, such as a wading pool or mothers' area, and along the boundaries of the playground, the selection of plant material may be wider and

and richer. Perennial beds may be introduced and, if interest in nature study is aroused, the nature clubs may plan beds of annuals. In general, the landscape work should take its cue from the homes of the neighborhood, and be just a little better than the private grounds across the street that the playground may be a sample of what can be done toward neighborhood improvement.

(Continued on page 177)

FOUR SURE TESTS

1. Are the boys and girls who use the playground satisfied? Do they play the games where indicated on the plan, or do they try to overcome some shortcomings by a rearrangement of their own?
2. Is the play leader enthusiastic and convinced that he has a real playground or is he always suggesting important changes?
3. Are the taxpayers satisfied with the return on the investment, and
4. Do the neighbors look upon the playground as a nuisance or a benefit? Would they like to see the site return to its former use or are they proud of the playground?



The Swimming Pool on the Playground

A LARGE NUMBER of the playgrounds of this country now have swimming pools on the grounds or in school buildings near by. Since swimming is such a joyous and beneficial sport, it is conceivable that the time may come when all playgrounds constructed will include a swimming pool.

The first step in organizing a swimming program with the playground should be the registration of all children. Each child should bring a doctor's permit stating that he is free from contagious diseases. This insures more sanitary conditions about the pool.

Every summer the playground could have a learn-to-swim campaign which should last two weeks, as one week is a rather short time to conduct a program of this nature. The pool should be used only for instructional purposes during this learn-to-swim campaign. Every schedule and program will have to be adjusted to the needs of the community. Below is a sample schedule that might be introduced in a majority of the playground pools.

9:00- 9:45—Beginners, boys and girls six to ten
10:00-10:45—Beginners all above ten
11:00-11:45—Intermediate girls above ten
2:00- 2:45—Intermediate boys above ten
3:00- 3:45—Diving, boys and girls ten
4:00- 4:45—Life saving, juniors and seniors
5:00- 5:30—Competitive swimming, boys

By HERBERT G. ALLPHIN
Swimming Instructor
University of Kansas

Another plan which could be utilized would be to have alternate days for boys and girls. For example, the girls could take lessons on Mondays, Wednesdays and Fridays, while the boys could attend on Tuesdays, Thursdays and Saturdays. In this case the hours could be adjusted to suit the occasion.

The water work in conjunction with the playground pool should be divided into about four divisions as follows:

1. Beginners	3. Advanced
2. Intermediates	4. Life saving

This grouping will offer several degrees of instruction and should make the swim week more interesting to all concerned.

It will be noticed in the schedule that fifteen minutes are allowed between each period. This is done to permit the change of one class to another and to make sure that the beginners meeting from 9:00 to 9:45 are all out of the pool before the 10:00 o'clock class is allowed to enter. Leaders must be selected by the swimming directors to help with life guard duty, demonstrate different strokes, assist in taking rolls and perform any other duties which may arise on an occasion of this kind. These leaders should attend a training school given by the director be-

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The King of Games Conquers the Playground

Do children enjoy playing chess? Milwaukee's experience proves beyond doubt that they do!

LAST SUMMER the Extension Department of the Milwaukee public schools experimented with the teaching of chess on the playgrounds. Although the game had been taught very successfully in the social centers for four years there was naturally some question as to how well it would "take" with boys and girls on the playgrounds. Only a demonstration would answer this question.

During the last three weeks of the playground season, fifteen playgrounds were selected for the experiment. An instructor was sent to each of these playgrounds for four lessons, each lesson lasting not over one and one-half hours. The result was not only gratifying but very successful. Boys and girls ranging from ages of eight to twenty-three years dropped the ball and bat and equipment of more active games to take lessons in chess. As a result 900 boys and girls were instructed by these itinerant teachers.

The Procedure

The classes were organized through the medium of bulletin board posters and announcements during the story hour. After the first lesson so much enthusiasm was displayed by those who had had the instruction that newcomers were constantly joining the classes. Those who grasped the game more rapidly assisted the laggards.

The method of procedure and instruction was as follows: The first lesson consisted of instruction in the name of each piece, En Passant and the object of the game. Lesson two was a repetition of lesson one plus Castling, board notation, the value of pieces, stalemate, perpetual check, etc. Lesson three took up the

Queening of the Pawn and simple game playing. Lesson four took in Ruy Lopez and Guicco Piano opening.

The Problem of Equipment

Equipment for chess is expensive, and one of the first problems that arose was that of providing sets for the playgrounds. But the solution was quickly found when the children discovered they could make the sets during playground handcraft periods. Drug stores and other commercial places developing camera films were glad to contribute the spools on which the films are wound. These spools, which have two metal ends, were cut in two, and the chess figure was cut out of a piece of pasteboard and stuck in the slit which is in the spool. The children dipped one set of chess men in black paint and the other in white, and a complete chess set was ready for use. Some of the more ambitious children carved the figures out of wood instead of pasteboard and after painting them finished them with shellac making very attractive sets.

And On They Go!

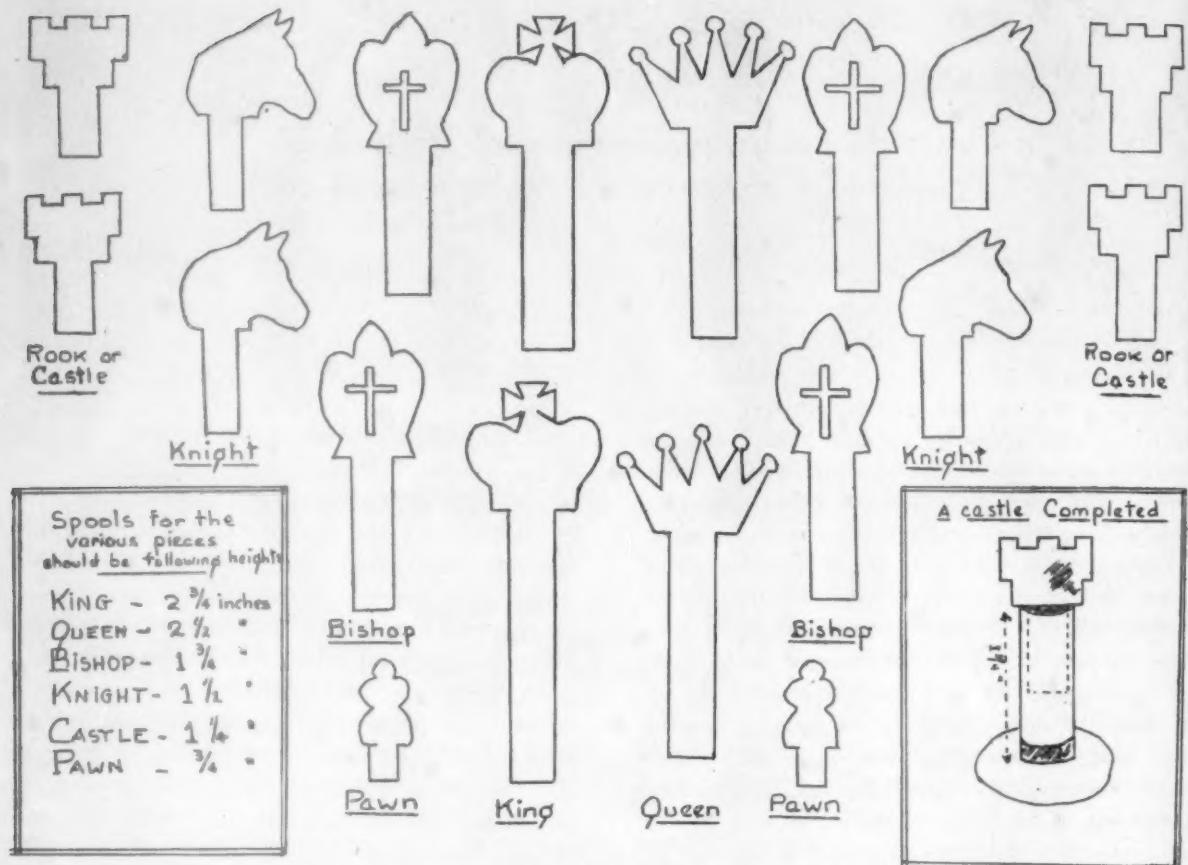
Several playgrounds organized teams and have inter-playground matches. The Sherman playground conducted a tournament in which seventy-four boys participated, while another

playground conducted a girls' tournament in which there were twenty-two entries.

As a result in the interest aroused in the summer program, clubs were organized in the fall at the social centers. A series of six free lessons for beginners was given at three

FACTS ABOUT CHESS IN MILWAUKEE

4,200	at beginners' classes
3,000	at advanced classes
7	municipal leagues
48	municipal league teams
208	municipal league players
2,460	attendance in municipal league play
1	annual city tournament
1	annual state tournament
5,000	in municipal chess room annual for play.



Don't be discouraged at the cost of chess equipment. It's easy, and a lot of fun, too, to make your own!

centers. There was also a group of twelve lessons for those who had advanced from the beginners group or for those with some knowledge of the game.

Today chess fans in Milwaukee have a municipal playroom at the Lapham Park Social Center which is open to the public every Monday and Friday evenings the year around. Several tournaments of advanced types are sponsored for all classes of players and one or more nationally famous masters are brought to the city for simultaneous exhibitions.

A few facts about the terms used in chess may be of interest to prospective players:

The object of the game is to pretend to capture the opponent's King. When capture is threatened, the King is in check (Ch or +). When capture is inevitable the King is "checkmate" (+ +) and the game is won. When the King is not in check but no move can be made without placing him in check, he is in "stalemate" and the game is a draw or tie.

The chess board is identical with the checker board. It is placed so that a white square is at the lower right hand corner of both players. The rows of alternate squares from left to right are called ranks, those from bottom to top—i.e.—"straightup"—are called files. The files are named after the major piece that occupies them at the start of the game.

Each player has eight Pawns which represent common soldiers; two Rooks, or Castles; two Knights, representing the cavalry and known as the most elusive and dangerous pieces on the board; two Bishops, one Queen, the most powerful piece on the board, and one King. The abbreviation for each piece is the capital letter starting its name, except that Kt stands for Knight.

Eric E. Eastman, Assistant County Agent, Extension Service, Orange County, California, has prepared a statement incorporating the rules of the game in brief form. Copies of this statement may be secured on request from the National Recreation Association.



Costume Balls in the Black Hills

FOR SEVERAL WEEKS preceding February 22nd Black Hills residents donned his-

toric costumes and enjoyed a series of costume balls. Back of it all was the committee for the Pageant of America which will be staged in a giant natural bowl near Rapid City, South Dakota, between July 4th and September. The incidents and episodes for the pageant have been selected in view of their relation to Washington, Jefferson, Lincoln and Roosevelt, the giant figures being carved on Mount Rushmore by Gutzum Borglum.

The purpose of the balls has been to get Black Hills folks into the spirit of play which will put them in the pageant mood and will inspire David Crockett when he is filling the tourist's gas tank, Louis the XIV while he is O.K.ing his check or a Sioux princess when she is serving lunch!

How the spirit of play captured one community is the theme of this story.

"Yes, we'll do it," was the answer of the local Spearfish, South Dakota, group to the central pageant committee. And this is how they did it.

First, a representative committee of women was selected to make plans. The town people were given opportunity to make nominations for a queen and a committee representing various organizations in the town made the selection. The coronation ceremony, announced to take place on the night of the ball, February 9th, was planned and carried out by a skilled dramatic coach connected with the Spearfish Normal School. Special dances

By MARGARET S. BRIDGE
Spearfish, South Dakota

were in the hands of a trained leader. They all gave their services.

The grand march was set for 9:00 o'clock. When the committee on reception arrived at 8:30 it found a crowded hall. Unprecedented! Any number of townspeople and guests from neighboring towns had come early "to avoid the rush" and in order not to miss the show. A large percentage came in costume. Hoops, panniers, wigs, knee-breeches, side-burns and large shoe buckles introduced characters from the Colonial period through the Civil War. George and Martha Washington, Daniel Boone, a gambler of Mississippi River days and a lady of the Empire period were among those who entered the grand march led by the Queen of the occasion.

Music, especially planned, introduced a number of the waltzes and dances of an earlier day. In the intermissions three guests of honor representing living history took their places in front of a microphone and told something of their recollections. Nonagenarians all—who had lived through the administrations of twenty-one of the thirty presidents of these United States. Two were Civil War brides. The third, a man, had been in England when the Civil War started. All had been born when only three states lay west of the Mississippi River.

The ball was an occasion of color, and as one woman said, "It brightened up the village for a bit." Another saw in it something of value from

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Start Your Planning Now for the Summer Closing Festival

THIS SUMMER will see a larger number of playgrounds in operation than ever before in the history of the movement. Work relief funds will place more leaders on the grounds and many new communities of children will enjoy the advantages of play with leadership. This means that more children will follow the graceful custom of expressing their appreciation for a long summer of play on public playgrounds in a pageant or festival marking the close of another season.

When the playgrounds open the wise supervisor will begin looking ahead to that closing event and planning it as a natural development of the summer. The closing festival has a two-fold purpose. It furnishes a goal that spices the long days of play with a sense of achievement. It also gives the children an opportunity to prove once more the benefits of a happy, healthy summer under play leadership. With a little foresight and planning the festival can be presented without imposing a last-minute strain on directors and children, the work of the summer can be utilized, and the burden of the presentation distributed among the different grounds.

From playgrounds where a little group of players is accustomed to present plays in some secluded corner, the leading characters can be drawn, while children who have never had drama experience can gain some insight into it through participation in the various groups. Perhaps the following season will find some child who was a dancer in the festival joining the little group of playground players and trying his skill in more difficult roles.

Since it is impossible to bring the children of widely scattered grounds together for more than one rehearsal—and in some cities even this will be

out of the question—the success of the festival depends on organization and on selecting the type of material that is easily adapted to the local situation. Every year the supervisor who has produced a number of these festivals finds it increasingly difficult to discover another idea or outline on which she can build her next presentation. There are several favorite themes that are particularly adaptable. Among these the Robin Hood motif is a favorite. This story not only provides opportunities for individual work in the characters of Robin Hood, Little John, Will Stukely, Friar Tuck and Maid Marion, but in the roles of villagers, strolling players, minstrels, Merry Men, outlaws, Jack o' the Green, Will-o'-the Wisps, flowers, elves, and fairies, every playground child can find a

Syracuse, New York is one present a beautiful outdoor climax of the summer play



part to play. The English folk dances and archery that have been part of the season's activities are ready to be incorporated into the festival. A charming Robin Hood festival was presented by the St. Louis public school playgrounds several years ago and many other cities have employed the popular legend.

The stories of the Piped Piper and Rip Van Winkle also lend themselves easily to the playground festival. The councilmen, the village children, the burghers and the rats furnish group participation while the colorful Pied Piper and the little lame boy are ideal central figures. The little men of the mountain, the Dutch villagers, fireflies and other nature groups form the choruses in the story of Rip's adventure. Bowling and folk dancing can be utilized.

Indian pageants and festivals seem to fit unusually well in the summer program. A number of years ago the season was devoted to Indian lore, handcraft, dancing, etc., in Reading, Pennsylvania, and at the close of the summer an Indian pageant was presented. Details of this production are described in the bulletin *An Indian Pageant in Reading, Pa.**

The following report of an Indian play festival presented last summer by the Recreation Division of the Louisville Department of Public Welfare offers

New York is one of the cities to put on an outdoor festival as the summer playground program.

many suggestions which other communities might follow.

"For the past two summers dramatics has played

Every year pageants and festivals conceived and developed by recreation workers are presented at the end of the season—and pass into limbo as far as the possibility of other communities profiting by them is concerned. The Drama Service of the National Recreation Association here makes the plea that every playground supervisor who produces an original pageant or festival this summer send in a copy of the manuscript, a program or even a newspaper clipping describing the event.

its part in the regular playground program, but the Indian plays have proved most popular and have attracted more adults and boys to participate in them. Because of the rich store of Indian lore in our Kentucky history, this central theme for dramatization seemed best adapted. Our parks, named for the Cherokee, Shawnee, Iroquois and Seneca Indians, immediately opened up an avenue for adventure. The library was appealed to for material and it was found that it, too, had gone primitive, having chosen for its children's reading course a study of the North American Indians, and a vast amount of material was on tap. The Filson Club, the local historical society specializing in Kentuckiana, was helpful in locating material for the two pioneer plays dealing with the infancy of the state.

"Perhaps one of the biggest values of the Indian plays was the amount of ingenuity and industry displayed in presentation. Cheese boxes were transformed into beatable tom-toms, kegs became water drums by cutting up discarded inner tubes and nailing them taut across the opening, tin cans and a few pebbles masquerading under bright paint and feathers, became Indian rattles; sticky paper when dampened became bracelets, belts, and anklets, fit for the most fastidious redskin maiden.

"Books on Indian crafts were referred to for authentic designs for painting. Trips to the museum to view first hand a real Indian outfit were looked forward to. Two burlap bags were sufficient to make a costume and moccasins either for a maiden or a brave. For the warriors, two pairs of trunks could be cut from one bag. Grocery stores were hounded for the choice bags. One interested seed merchant even went so far as

* This can be obtained from the National Recreation Association, together with the bulletin, *Indian Lore*, for ten cents.



to obtain for one group of playground children, bags from the manufacturer without the printing, so that they would be unhampered in their decoration.

"After weeks of feverish preparation, the contest days rolled around. A schedule was worked out, and the four judges were transported from playground to playground. The plays were rated, and the district winners announced. The beat of the tom-toms pounded in the brains of the judges after two nights and an afternoon of Indians! It must be confessed that the dramatic specialist, who preceded the judges to place the finishing touches on the make-up, resembled the besmudged leading lady of 'The Tewa Turkey Girl' who cast her lot with the turkeys—but after all, what does it matter if one pale face bites the dust, when hundreds of little savages will look back many moons from now to a whopping good time?"

A delightful example of the adaption of fairy tales to playground pageantry is the Ugly Duckling pageant which the Detroit, Michigan, playgrounds presented last summer. Miss Lottie A. McDermott, Superintendent of the Recreation Department, has made the following description which may be of use to other directors.

"Three thousand girls, ranging in ages from five to sixteen years, participated in the 1934 summer playground pageant *The Ugly Duckling*, which was staged at Belle Isle on the afternoon of August 22nd.

"The pageant field stretched along the river with a lovely grove of trees along one end and the beautiful Scott Memorial Fountain at the other. This fountain, considered one of the most beautiful in the world, was turned on especially for the afternoon.

"A large center stage, also two smaller end stages, were used, and on them all the principal characters in the story reigned for the afternoon. Mrs. Duck, Mrs. Turkey, Mrs. Hen, Mr. Farmer, the young cockerels, who were very amusing and dramatic, the Spirit of Nature, Spring, South Wind, East Wind, Sunshine, Dew, the Ugly Duckling and the little ducklings all played their parts successfully.

"When the pageant opened and the children marching on the field in their many colorful costumes, the lovely green of the Belle Isle grass, the setting of tall trees in the background, the deep blue of the summer sky and the sun sparkling on the waters of the fountain made a lovely picture not soon to be forgotten.

"Episode I. The Farmyard Scene showed farmers, animals, milkmaids and strolling players contributing to the dance numbers and the audience of 10,000 had the opportunity of witnessing the hatching of the duck eggs which took place on the central stage. They saw all the troubles experienced by Mrs. Duck in teaching her young ducklings how to stand and walk.

"Episode II. The Deep Forest Scene brought on the spiders, lightning bugs, crickets and pixies, harassing and frightening the Ugly Duckling. Then a beautiful nature spirit called the autumn leaves to cover the Ugly Duckling and many tiny snowflakes spread a blanket of snow over the pageant field.

"Episode III. The Garden Scene brought the warm rain and zephyrs to the garden, the mantle of snow disappeared and beautiful birds and butterflies made their appearance. Groups of children performed three singing games, followed by the lords and ladies who discovered that the Ugly Duckling had been turned into a beautiful white swan. Myraids of white swans then appeared and honored the newcomer with a graceful swan dance. The new swan rustled his feathers, raised his slender neck aloft and said with exultation in his heart, 'I never dreamed of so much happiness when I was the Ugly Duckling.'"

The Ever-Popular Circus

The circus is always a popular closing event for the playground boys who do not always find acceptable opportunities in the more fanciful pageants. There were 800 performers in the playground circus staged last summer in Somerville, Massachusetts, under the auspices of the Recreation Commission. They were all there—snake charmers, Siamese Twins, elephants, giraffes, acrobats, clowns, the glass eater, sword swallower, tall man, fat lady, bearded lady, dwarf, tight rope walker and trapeze artist. The circus was preceded by a parade three-quarters of a mile long which gave the citizens an opportunity to see the Jailem and Bailem Troupe. Seven playgrounds took part.

In Athol, Massachusetts, more than 125 children presented the Barnhouse and Bailhay Circus. Following the parade came a performance by the Harmony Players, two black crows, the Siamese Twins, Amos, Andy and Madam Queen, clowns, acrobats and magicians, cowboys and Indians.

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When the Neighborhood Playground Ends Its Season

By all means arrange for a gala event at the end of the season, but be sure the children have a part in making the plans for it and feel it is their own show!

AS WE PAINT up the old swings and see-saws, then unpack the new mushballs and bats, it may, perhaps, seem a trifle early to concern ourselves with the playground closing event. Nevertheless, it is highly probable that we need to turn the matter over in our minds now, in order that this final public demonstration may be the outgrowth of the season's work, a glimpse of the playground activities and spirit, rather than a mediocre vaudeville entertainment.

First of all, we will want the youngsters to feel that it is *their* show. Consequently we must not deny them the opportunity of assisting in planning the program, as well as in carrying it out. Quite early in the season a central planning committee might be formed, which would include representatives of the different children's groups. Committees of older boys and girls can assume responsibility for publicity, seating arrangements, ushering.

As we acquire volunteer workers, each can be given a special responsibility for working up one item on the program. The volunteers may be organized into a group of assistant directors. It is essential, however, that they recognize the value of helping the boys and girls carry out their own plans, and that they control any desire to dictate their more mature conceptions.

Gradually, as we make friends among the fathers and mothers of the playground children, we may well develop an advisory or sponsoring committee of parents, so that playground affairs may be more closely related to the life of the community.

Concerning the "Mechanics"

Responsibility for the mechanics of all large gatherings must be laid at our own door. Cer-

By DORA M. EINERT
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Carnegie Institute of Technology
Pittsburgh, Pa.

tainly the youngsters cannot be expected to exercise this necessary foresight, and yet their most delightful program may be a very disappointing affair because of failure on our part to think in terms of *time, place, who will see the show, and will they really be able to see and hear it?*

The closing event, naturally, takes place near the end of the season, but as with all outdoor affairs, alternative dates must be set because of the uncertainty of weather conditions. The early evening hours are probably the best, since at the close of the entertainment a twilight lantern parade can be held.

It is usually wise to center the activities as far from the gate of admission as possible, because there is usually some noise and confusion near the entrance. Often we can make use of natural stage settings, such as elevated ground and trees, or utilize steps, wading pools or junglegyms.

Of course the area for the performers must be clearly designated. This may be done by such crude methods as marking it off with white lines, or making a boundary with stones which have been whitewashed. The arrangement of seats can also help in indicating the performers' area, but seats, alas, are movable! For an evening entertainment overhead strings of electric lights are good, and a row of playground-made or kerosene lanterns can serve as footlights. The space may be roped off at a height of about two and a half feet and decorated with brightly colored crepe paper pennants attached to this rope.

We can safely assume that the greater part of the audience will be composed of the parents of the performers, their neighbors and children who

attend other playgrounds. In neighborhoods where there is a possibility that rowdy groups may prove a disturbing factor, we can take the precaution of using tickets of admission. These should be free of cost, but distributed in very limited numbers, such as two to each child, so that the recipients will feel that it is a special privilege to attend the affair. Some responsible men from the parents' committee can give very effective service at the gate.

It is often a good idea to invite some guests of honor, such as the mayor, the chairman of the playground association, the superintendent of schools, ministers in the playground neighborhood, newspaper men, policemen and firemen of the district and the storekeepers who may have cooperated with the playground program. A craft project, such as block printing or crayon decoration can easily be correlated with this preparation for the closing event.

Seating and lighting arrangements must be worked out with great care. It is a well-established fact that if spectators have difficulty in either seeing, hearing, or both, they tend to become very restless, to move seats or standing positions and to discuss the difficulties they are experiencing with those around them! Consequently even an audience of kindly disposed people may seem uncooperative under these circumstances.

Frequently it is advisable to arrange the seating in a complete circle, or in a very generous semi-circle around the performers' area. The children can help in planning different seating arrangements, first on paper, then on the grounds, so that a maximum number of visitors can have favorable positions. Perhaps we can plan that two rows of children sit on the ground on playground-made newspaper seat pads, the next two rows might have low seats or benches. Outside these there can be a number of rows of

There must be gaiety and laughter at your neighborhood gathering, so steal a good idea from the circus and have mirth-provoking clowns!

higher chairs and benches behind which the additional visitors can stand.

If we need illumination at night, this can sometimes be successfully provided by having parked cars throw their lights from different angles. In this case it is essential that we have a rehearsal of these improvised lighting arrangements so that we can discover how best to avoid unwanted shadow effects.

We must remember that a child's voice does not carry well out of doors, so that if the group is large we would better avoid any solo speaking parts unless we can arrange for sound amplifiers. The master of ceremonies can be equipped with a megaphone.

The boy and girl ushers are important people. We can help them to secure some playground-made identifying insignia. They should be instructed to request people to be quiet; if this is done politely, it will probably be effective.

The Program

Now for some suggestions regarding the program itself. First of all, *Music*. Let us be sure to enlist the services of a local band, be it police, fire, lodge or nationality organization. We will need the band for the beginning and close of the entertainment. In addition to this we will, of course, have the outgrowth of the children's musical activities — their toy orchestras, kazoo, comb and mouth organ bands and their favorite songs. Such songs as "Soldier, Soldier, Will You Marry Me"



Courtesy Detroit Recreation Department

and "There Was An Old Woman As I've Heard Tell" may well be sung by the entire group and dramatized at the same time by the necessary characters. Some songs in which the audience is invited to join will draw spectators and performers more closely together. For instance, it is quite fitting to open the program with the singing of the national anthem, also to sing well-known old folk songs or some of the better popular songs. Rounds such as "Row, Row, Row Your Boat," "Little Tom Tinker" or "Are You Sleeping, Brother John," will interest the audience, especially if they have actions.

Second: *Laughter*. Why not steal a good idea from the circus and have clowns? If clown suits are not available overalls make satisfactory costumes, with the addition of big neck frills of pleated crepe or unprinted newspaper. Of course, clown make-up will add greatly to such a costume. These clowns can work up their many short acts which should be interspersed throughout the program so as to keep up the level of gaiety. The clowns can give a tumbling act which can be either skillful or foolish or both. They can have a leap-frog relay race or a "skin the snake" contest between two teams. A balloon relay will provide much amusement. In this game the first clown on each team blows up his balloon until it bursts, which is a signal for the second player to begin to inflate his balloon. It is advisable to have a pair of sun goggles for each team, and the rule that a player may not begin to blow up the balloon until he has adjusted his goggles. This adds to the fun and provides protection for the eyes. Other clown acts may be a crazy tug-of-war or some very childish game such as "Did You Ever See a Lassie?"

Third: *Skill and Sportsmanship*. Why not ask the different groups of children to select their favorite games and then present these as their contribution to the playground closing event program? We should, however, guide this choice in terms of which games will have most interest for the spectators. Singing games, whether simple or complex, are very suitable; running games in a definite formation, such as two-deep, three-deep, broncho tag, are easily seen and understood. Jump the shot is excellent, also the beetle goes 'round. Line games are not as effective as circle games, with the exception of last couple out and relay races. The familiar potato race is always fun, so also are dress-up relays such as a rainy day race, where players on each team must put on galoshes,

huge gloves, sweater or slicker and then open an umbrella in plain sight of the audience before running to the goal.

The girls and boys can demonstrate poor and good form in such games as mushball, volley ball, horseshoes and deck tennis with rope rings. Of course poor form must be very much exaggerated in order to make the comparison with the good form really funny. A very brief mushball game of boys dressed as girls will amuse the audience, so also will a volley ball game played first in the orthodox manner and then "slow-motion," using a balloon and making extremely slow movements.

Folk dances will be delightful additions to the program, whether in costume or not. A chorus of fifty or a hundred children's voices will provide a most attractive musical accompaniment.

Fourth: *Mass Effects*. Everyone enjoys a grand march in which large groups participate. We know, too, that very simple snake marching is usually just as effective as elaborate marching figures. Sometimes an entrance march will serve to introduce all the youngsters and permit them to reach their assigned places in an orderly manner. The wind-up of the program may well be a grand march. A lantern parade through the twilight will leave a striking picture with the audience. Another effective close is some organized cheering for special persons and for the spectators.

Fifth: *The Handcraft Exhibit*. This year we might help the children to work out original ways of dramatizing their handcraft exhibit rather than follow the usual custom of displaying individual pieces of work on carefully guarded tables. The neatly printed tag giving name and age cannot show the feeling of the young creator for his work, which, after all, is really far more interesting than the size of the stitches! If the juniors have made windmills, these can be shown to the public through a lively march of the children with their toys. A pantomime of a jewelry booth at a fair will serve to show off necklaces and metal work. A whole series of booths or counters, tended by children in appropriate costumes, can serve to display all the boats, airplanes, dolls, stuffed toys, pocketbooks, etc., that have been made. These booths might line the path from the entrance gate to the spectators' seats.

Finally: *Acknowledgments*. We must make sure that gracious acknowledgments are made to

(Continued on page 181)

A Civic-Minded Garden Club

Cleveland's Garden Club of a hundred members
which serves over 25,000 people in one year.

WHEN THE GARDEN CLUB of Cleveland was organized, its express purpose was to stimulate the knowledge and love of gardening among amateurs. Anything that came under this heading was a worthwhile activity. So in February, 1930, the club voted to establish a Garden Center for the free dissemination of garden information.

One of the first problems was that of finances. A French Street Fair was held in June to raise the necessary funds. So successful did this fair prove to be that it was possible to rent for a very nominal fee from the city a two-story brick building beside the lake in Wade Park, formerly used to house rowboats. Extensive alterations were made and the following December it was opened to the public.

Located in the Fine Arts Garden (sponsored the previous year by the Garden Club) it is in the cultural center of Cleveland adjacent to the Art Museum, Western Reserve University, the Art School and Severance Music Hall. On the first floor is a long exhibition room, 15 by 50 feet, with French doors looking out upon the lake. Glass shelves have been fitted over these doors to permit of displays of growing plants. At each end portable shelves and bulletin boards hold various exhibits according to the season of the year. A small office, a flower room with running water, and a furnace, storage and cloak room also open off this exhibition room. Upstairs is the library, where a real horticultural library is being assembled. Six hundred volumes are already on hand, touching upon landscaping, horticulture, floriculture and ornithology. Some of these were obtained from the Garden Club's library, and others were donated by members. It is hoped to make this an extensive horticultural library such as is found in New York, Philadelphia, and Boston. A verticle file has been started

of clippings on subjects not in book form, and a large collection of seed catalogues and garden magazines is available.

Into the doors of the Garden Center flow a constant stream of people interested in improving their own environment — home owners, garden club members, apartment dwellers, professional gardeners, landscape architects, commercial florists, seedsmen, art school students, Boy and Girl Scouts, with their leaders, Girl Reserves, teachers and classes of elementary school children—a veritable cross-section of humanity. Out they come with practical garden information and a renewed vision of what can be accomplished by diligent effort.

The Director of the Center, Miss Carroll C. Griminger, is a practical-minded person with an extensive training in horticulture and several years' experience with one of the large eastern seed houses. Two graduate botany students from Western Reserve University give part time assistance to the Center, for which they receive a fellowship tuition.

Two committees from the Garden Club of Cleveland determine policies, pass on matters of expenditure, and plan exhibits and programs with the help of an advisory committee chosen from various city institutions.

Each month special exhibits and programs are planned and worked out in cooperation with the various garden clubs of Cleveland. One month will feature garden insects and plant diseases together with the accepted remedies. Another month will be devoted to rock gardens with an actual garden and pool worked out in one end of the room. Other programs have dealt with such

subjects as design of small gardens, roadside improvement, conservation of wild flowers, early seed sowing, window boxes, roses, dahlias, gladiolus, chrysanthemums,

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From the *Christian Science Monitor* comes this interesting story of the accomplishments of a Garden Club which is making available authentic information on all kinds of garden problems.

The Farm as a Camp Background

By FRANK and THERESA KAPLAN

TO TELL the story of Commune Farm we must go back to January, 1934, when the idea of a cooperative farm camp for children was being crystallized. At that time two people active in progressive education and for many years dissatisfied with present day camp programs set up plans for a camp built on the background of farm life. The original plans called for the organization of two counselors, one agriculturist and thirteen to fifteen boys and girls between the ages of ten and seventeen, into a corporation, each with an investment of \$100, to share alike in the profits or losses of the cooperative farm. It called for group participation in work and play during the months of July and August pre-season week-end tours for the purpose of sowing a crop and making initial preparations for a comfortable home, as well as post-season trips for harvesting. Whatever crops were to be harvested would be sold in the open market and to parents of the children at the farm. With fifteen children and three counselors as the maximum number in the group, Commune Farm could come under the category of a large farmer's family subsisting on the products of the soil and also would be adequate for a special play activity program suited to its needs.

Our aims ever in mind, we proceeded to interest those whom we felt might provide us with material assistance and practical guidance from their past experiences. These interviews brought us in touch with a well seasoned agriculturist possessing a rich academic background, as well as a great love for nature's every mood and manifestation. Inasmuch as the "farmer," as the children affectionately called our agriculturist, was unemployed at the time, he gave all his time and efforts to the planning of a productive farm. Because of his special ability and the possession of a car, he was even more welcome to join the

corporation, though unable to make a financial investment.

One thing led to another, and soon we were in the office of the real estate agent who proved more kindly and genuinely interested in our idea than we had dared hope. Our glowing picture of the proposed venture fascinated him and our pleas touched him, for he suggested that we visit a sixteen acre farm nestled most advantageously between two dairy farms two and a half miles outside of Pawling, New York. A bumpy ride on a dirt road took us to what we felt must be our summer setting. The house invited occupation for it was sturdy and spacious, though dirty, unpainted and cold. The foundation was very strong, and new casement windows had been set in throughout the house. We later discovered that an unfortunate incident had curtailed complete renovation of the aged house, which had an interesting history. We found we had much to be proud of in this dwelling with its fine old fireplaces, firm wooden pegged beams, many windows, and two airy porches.

The condition of the house and grounds was deplorable. Some filthy old clothes bespoke of a vagrant occupant, and we were soon to discover that energy would have to be expended in cleaning, scrubbing, painting and decorating the place. It boasted no plumbing, electricity, gas or running water, but we found the water from a cool mountain spring a few feet away from the house very refreshing. To safeguard the health of our residents, we had the water tested by a bacteriologist from New York. After a cursory survey of the grounds, our

Two camp directors provide a background for a summer vacation designed to "embody definite, cooperative responsibilities, new and vital experiences, and realistic, creative activities."

agriculturist made a favorable report, and we left singing odes of thankfulness to Lady Luck.

Immediately negotiations were begun for the use of the land, a ten acre artificial lake on the property, and the vacant house. After conferring for several weeks we arranged for the rental of the property at \$50 and were given permission to use the lake and the rowboat.

And Then the Work-and-Fun Began!

With but \$250 as the initial investment on the part of the two counselors, work was started on repairing the house and sowing the crops. Prospective members of the corporation, children above ten, were taken on weekend trips with us to assist in these initial preparations.

Soon after the snow was off the ground we all pitched in to remove the debris which was left on the grounds and in the house during a five year period of disuse. Leaves and overgrown brush were quickly gathered and burned. The front of the house, a veritable graveyard for farmers' unwanted machinery and useless cars, was soon cleared by means of a small truck and our united efforts to help tow them out of sight. The outhouse, a sore spot to everyone, was physically picked up and moved farther away from the house by children and counselors, given a coat of whitewash on the inside and painted green on the outside to harmonize with the surrounding trees. The renovated outside toilet, spread weekly with lye, served adequately throughout the summer. Fences erected and paths cleared about the place allowed for unhampered movement on the farm. One youngster put up our mail box, above which another proudly hung his "Commune Farm" sign. It was equivalent to "Welcome" and we felt well under way towards participating in an interesting and unusual camping experience.

With the grounds somewhat cleared off, we spent the following week-ends indoors scrubbing, whitewashing, paint-

ing, and in general making the house livable. Ugly holes in walls and ceilings were filled in with plaster of Paris and then whitewashed to save the cost of paint. Woodwork and window sills were painted a bright green to offset the whitewash. The basement was in the throes of late spring cleaning, one group having the unpleasant task of cleaning out an erstwhile chicken coop in the storeroom. Later we used this chamber to advantage in preserving our foodstuffs. One counselor, aided by two boys, fixed up a well equipped shop, cleaned away the dirt in the kitchen and converted a large outer porch into a dining room. Two long tables were made out of old wood doors, and benches and small tables were constructed for use in the library on the floor above. Later the porch was screened with green mosquito netting, and we had an ideal eating place with a beautiful natural setting ever before us. From odd and end pieces of wood found about the barn, pantry shelves were put up in the kitchen and book shelves were set up to hold a complete agricultural library, as well as books contributed by friends and some of our children. A generous relative donated an excellent stove, kitchen table, living room furniture and a barrel of dishes. From a camp we secured kerosene stoves for use in an emergency. In addition, interested friends lent us curtains, pictures, vases, beds, floor coverings and cooking utensils. Craft work in the form of masks, candle holders and wood work, made by some of our children at school and at their clubs, had both decorative and practical value. Everything found about the place was used to advantage. Empty tool boxes well covered with cretonne and then padded with felt served as seats about the fireplace in the library. On the whole, with a minimum of expense, a most attractive home was established. And a crackling fire on cool nights made it a veritable haven of peace and comfort after a day full of energizing activities.

Certain ingenious de-

"No period of the year is more opportune for the physical, character and intellectual growth of the child than the summer vacation. Free from the daily routine of the school program he lets loose with his youthful and pent-up energy. This freedom calls for a direction for more of the nature experiencing, inquiring and experimenting than a subjugation to skills and techniques. An environment in which a child takes over his own living and learning processes should be substituted for one in which all social and academic growth comes from direct dictative sources—the home and the school. The lack of restrictions placed upon the child's time allows for adventures which are real and continuous, rather than those which are obtained merely from books and interrupted time and again by reading, writing and arithmetic."

An old farm wagon may prove to be quite as satisfactory for country use as "orthodox" gymnasium equipment.

vices made the problem of personal cleanliness a simple matter. We built an outdoor shower house out of boards that had formerly closed in the porches. Unused pillars served as the foundation and three sides were boarded up. A siphon hose was purchased to which we attached shower equipment. A large pail contained our water supply, which we enjoyed cold or heated when so inclined. By degrees we were ironing out most inconveniences.

Another eventful purchase was a water pump which children and counselors set up, for the job of toting water to and from the house was a very tiring one. After the necessary pipes arrived, we attached the hand pump to a tree five steps away from the kitchen door and ran the pipe from the well to the tree. And so another time and effort saving device was installed in Commune Farm. From the outset we bought a first aid kit but had no need for any medical supplies other than iodine. With dangers from work and dirt more prevalent here than in any other possible situation, it seems almost miraculous that our health in toto of the group should prove so satisfactory.

And Next the Planting

The house attractively set and personal cleanliness insured, we commenced planting during week-ends in June. Mindful of the fact that late planting would bring a better price on the market and handicapped because counselors and children had to remain at school during week days, we could not plant until this late date. Two acres were plowed and manured,



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with manure given to us by an adjacent farmer. Our land was surveyed by the children, soil tested, diagrams of planting made, daily records kept, and on the whole scientific gardening was practiced. Considerable plots here and there were used for special plantings, such as cucumber, onion and turnip gardens and flower patches. A small experimental plot was roped off in front of the house for nurturing seedlings before transplanting them into larger gardens. Fifteen dollars worth of seeds was purchased and planted on a stagger system, a little each week, to insure successive harvests to meet the demands of the kitchen and to obtain high prices on the market. Some 250 tomato plants, 100 cabbage plants, 100 cauliflower, and 100 pepper and eggplants were bought for approximately one cent apiece and carefully transplanted. The use of a wheel hoe, jiffy wheel plow and wheel seeder enabled us to plant with precision and ease.

Most encouraging indeed were the benefits derived from our farming in cutting down expenditures for food and in affording our children daily contacts with true experiences on the soil. From the outset, troubled by roving deer and woodchucks, we lost almost all cabbage and cauliflower plants. Cucumber, bean, eggplant, pepper and pumpkin seedlings were

constantly attacked by woodchucks and other pests, thus stunting and affecting their yield. Rewired fences served to prevent straying cattle from devastating our crops. Extensive work had to be done with the seedlings—thinning, hoeing, cultivating and hillng. Poles had to be chopped for the lima beans. Twigs had to be secured for the telephone peas. Plants had to be sprayed regularly to prevent damage to the fruit. One or two storms broke many plants, but our crops were successful nevertheless. Never more conscious of the atmosphere, our children were constantly on the lookout for changes in the weather. Likewise, considerable interest was shown in the development of the flower into fruit and seed.

Harvesting the Crops

When at the end of the summer crops were finally harvested, its distribution and sale proved not so difficult as we had anticipated. A good deal was sold on open market to local grocery and vegetable stores and nearby camps. Other products were sold to friends, parents and neighbors who were glad to receive fresh vegetables at the market price. Of all the crops planted the best yields came from the sowing of tomatoes, beans and beets. Some of the crops were bartered for varied groceries at the local town chain store. It was only until the last four weeks that the crops played an all important part in our diet. The last month's diet consisted of our own vegetables, prepared and cooked in almost fifty-seven different ways. The use of vegetables resulted in a considerable saving on other food items. Some of the crops were preserved; other early fruits were made into wine and desserts.

We Become Our Own Cooks

Our cooking problems, troublesome at first, proved less burdensome as the summer went on. At the beginning we hired a cook but she left because the need to carry water to and fro, the clumsiness of the coal stove, and lack of gas proved too difficult for her. Faced with these problems, as well as with a sudden drop in registration, we decided to do all the cooking ourselves. One counselor took over the kitchen and the purchasing of supplies, and with the aid of the children was able to prepare carefully balanced and well cooked meals. The group assisted routinely in serving meals, clearing away and washing dishes, as well as

with the cooking and baking. Pamphlets obtained from Cornell and the U. S. Department of Agriculture taught us how to serve each new vegetable as it became abundant. At first we churned our own butter and did a good deal of preserving, but towards the end of the summer we found it inadvisable because of the pressure of various work activities and the increased price of milk. Had we thought of bartering earlier, we might have been able to exchange our vegetables for milk.

Our limited funds made the purchase of food staples in wholesale quantities well nigh impossible, and buying in small lots greatly increased our total expenditure for groceries. Yet to our surprise we discovered at the end of the summer that the constant supply of vegetables gleaned from our own fields cut down our food bill to approximately \$16.95 per person for the nine week season, or about \$2.00 per person a week. Nor could one call our meals cut to the bone in any sense. Every meal was well planned and balanced so as to include a full quota of nutritious foods. The following table is a sample of the day's diet:

<i>Breakfast</i>
Fruit (orange, prunes, baked apple, etc.)
Dry cereal (corn flakes, puffed rice, wheaties, etc.)
Eggs (various styles or egg substitutes—French toast, pancakes, etc.)
Bread—butter
Milk (plain or chocolate)
<i>Dinner</i>
Entree (varied soups, salads)
Main dish (some form of meat and three vegetables or complete vegetable plate, etc.)
Bread—butter
Dessert (fresh or canned fruits, puddings, etc.)
Milk—cake—cookies
<i>Supper</i>
Main dish (some form of fish with cold vegetables or noodles with cheese or spaghetti, etc.)
Bread—butter
Dessert (chocolate pudding, rice or tapioca pudding, jello, etc.)
Milk

Our Members

From the outset the problem of membership was our greatest worry. Parents, unaccustomed to this sort of camp, sent their children with great hesitation because of the newness of the adventure and the crudeness of living conditions on the farm. Registration was a slow and tedious process. With the realization that even progressive parents tread lightly on untried paths, we were forced to sacrifice much in the way of rates, selection of age groups and simple camp preparations. After many

interviews and personal calls we were able to muster together a group which throughout the summer numbered ten.

Though small in number for a camp, there is much to learn from the Commune Farm's experience. Not all children came to us with the proper frame of mind. Some came avowing that they hated farming. One youngster, accustomed to many high priced camps and military academies, came on condition if he didn't like the place he would be at liberty to leave. Still others came bemoaning the fact that there were no children of their own age with whom to work and play. Facing this frame of group mind, we set about making life bearable.

With our initial capital on July 1st down to the last penny, we ourselves were put in the position of making the project pay for itself or giving it up. From the start we pointed out to the children that as members of the corporation we were bound together to make this a successful and profitable undertaking. The children joined wholeheartedly, partaking in gardening, cooking, cleaning their individual rooms, washing their clothes and seeking out the most economical solutions to problems that might arise. Some found joy in spreading manure, others in destroying devastating pests. On clear nights Commune Farm slept out-of-doors to keep destructive woodchucks from the seedlings. Part of the afternoon was spent looking for berries that could be used for desserts and picking cherries for wine from our own trees. "Why use coal for the stove?" one child exclaimed. "I'll chop some old wood around the barn." When it came to some dirty work which we felt might incur dangers if some of the children were to participate, we would hear arguments which would end with, "Aw shucks, why can't we do this—isn't this a commune farm?" One child wrote home saying she was having a grand time cooking and baking (her mother insisted on nothing less than perfection in her own kitchen at home). Another wrote asking that his parents extend his vacation so that he could find and kill the woodchuck which was eating up all the cucumber leaves. One older girl, who hesitated to come but finally came for one week to see if it was exciting, came back to spend the last two weeks with us. Before half the season was over, the children were with us whole-

heartedly and assisted with an earnest and willing cooperation.

Play Not Neglected

One parent asked us whether her child did nothing but work, cook and garden all day. "Don't they play?" True, most children found much play working in the garden and a good deal of recreation arose out of these work activities. Hunting for woodchucks led to tests in marksmanship; chopping wood led to fireplace singing and games; working on tree pruning brought many to our agricultural library for further reading; picking berries, to exploring; spraying plants, to collecting bugs and butterflies; a dead chuck, to a study of the internals of an animal. Whenever the afternoons were too warm for work on the fields we set out to go swimming, boating and fishing. Arts and crafts played an ever important part in our set-up. An eagerness to decorate our rooms resulted in our dabbling with clay, papier-mache and plaster of Paris masks. In the numerous repairs that had to be done about the house there was no end of wood work of a creative and inventive nature. Over the dinner table a discussion on the churning of butter brought forth a serious study on the part of the children of the chemical formulas of foods. Trips to other farms and country fairs were always welcome. In the evening we all sat around the fire, singing, reading, telling stories, dancing or listening to the radio. Our program was never rigidly set up or standardized. Activities arose out of need and desire and were met with understanding. Commune Farm to children, counselors and parents was not a ready-made play venture but a real life experience, chock full of problems and live adventure.

Advantages of the Farm Project

Although Commune Farm should not be taken as finality in the private camp field (much remained undone because of limited experience, membership and funds), its possibilities and its obvious advantages should act as an encouragement to camp directors to undertake this type of cooperative enterprise. The farm as a camp offers an unrestricted field for healthful physical activities, situations which are suitable for active group participation, a program which is of tremendous and lasting interest and an emotional satisfaction which

leads to a greater understanding of the country, as well as a fuller and richer scholastic life. A rounded out experience with planting, harvesting, poultry raising, irrigation, marketing, etc., presents more than any artificial camp organization. The planning and management of a cooperative garden venture, the repairs and adjustments on farm property and equipment, the budgeting of farm income and expenditure, the sale of crops—all these bring about the spontaneous cooperation of the children. The inconveniences of the farm household, the biologic experimentation scientific farming requires, the flower garden — these and many others call for initiative and imagination on the part of the boys and girls.

From a health standpoint no better setting than the farm can be secured. The work on the grounds allows for a minimum of indoor activities and a maximum of sunlight and fresh air. The activities are such that a voluntary physical effort, which is so essential to the growing child, is employed. Work becomes play on the farm. The physical exhaustion that comes with the end of a day's work brings on a slumber which is highly beneficial. The satisfaction that comes from a garden venture encourages an appetite which is almost alarming! Experience has shown that the physical growth of the child on a farm is most amazing.

Since no definite economic requirements are set as a goal, a program including swimming, fishing, singing, arts and crafts and organized games can easily be interspersed during or after the day's work. The study of breeding and plant life, the farm shop and other tasks offer numerous opportunities for individual activities. The work on the farm is not so defined that the group cannot on sudden notice take a farmer's holiday and go off on the countryside for a two or three day tour. Organized recreation, the basis of most camps, becomes on the farm camp only one of the many tools that the counselor has for the rounding out of an interesting summer. Yet there are sufficient opportunities for free play on the farm in the execution of daily duties. A trip to town to purchase feed for livestock, raking and loading hay, pasturing the cows, picking fruits from the orchard for preserving, cleaning the barn, stocking the granary—all these entail activity which takes the place of organized recreation in the camp set-up and daily routine programs.

Sufficient situations arise from natural causes and work towards that type of social behavior which we seek to inculcate in our children. Even singing around the fireside in the farmhouse proves to be more gratifying than the camp fire and its unduly prearranged novelties. Whatever play activities arise on the farm arise spontaneously and are closely correlated to the work that is to be done.

And, finally, one cannot estimate the advantages of the farm camp to the child's academic life. The experience of the summer on a farm becomes a "well of information" from which the child can draw material for his poetry, painting, clay work and other creative arts and academic studies. A well rounded out farm experience brings with it an emotional satisfaction which leads to a great love for the country. It reveals the difficulties the farmer must constantly face in his struggles for existence. Bringing a child out of his own limited environment and making him aware of his own problems as compared with those of other fellow beings, in the long run, makes him a more tolerant and sympathetic individual. Placing him in a background where he becomes an absolute factor in the workings of a small farm community makes him aware of his own capabilities, and lays the foundation for a more poised individual.

For camps run by institutions, such as neighborhood houses, social work agencies and community groups, the farm camp may offer a practical solution to many difficulties. These camps, often faced with tremendous food bills and forced to take different groups of children every two weeks, constantly resort to contributions from outside sources for continuance. With quantities of vegetables at their call, they can not only reduce their food budgets but also find an outlet for excess crops, either in bartering for necessary groceries or in a sale to their own city neighbors and parents who would welcome fresh vegetables at reasonable rates. This double purpose of carrying on a farm project might even make a rent free camp self-supporting.

There is no doubt that the need of interchanging camp groups every two weeks is not only disastrous to such a farm camp but to any sort of camp with a complete program. The farm camp, however, offers somewhat of a

(Continued on page 182)

WORLD AT PLAY

A New Municipal Walking Club

1934, by the Board of Recreation Commissioners. Since its organization it has conducted a regular schedule of walks, averaging two a month. A special feature was the conducting of midweek evenings known as "about town hikes," and a number of half or full day Sunday trips. Except for the expense for postage and paper, only a part of which is now covered by the dues of 25 cents, the club is self-supporting. The program is planned by an executive committee, and each week is in charge of a leader who is a member of the club and a volunteer.

Cincinnati Adds to Play Space

passed its fifth milestone on the road to the fulfillment of its well defined policy of establishing a district athletic field adjoining each high school in the city. In less than three years the City of Cincinnati has moved in on five of the city's six public high schools. "This policy of the Commission," states Tam Deering, Supervisor of Recreation, in his February report to the Commission, "is also the policy of the Board of Education. The aim is to pool the recreational resources of the municipal government and the schools. This joint effort is required to secure more play space at schools—a necessity because of the fact that education without play is impossible. It is necessary in order that the schools may train our people for the use of leisure and to bring about the extended use of school facilities and municipal facilities for recreational purposes." On February 10th the Commission dedicated the twelve acre "C. & O." Play Field and a \$14,000 gymnasium building, thereby marking the completion of a million dollar play and recreational facility created through "circuses and gifts," unemployed labor, and vision.

East Orange, New Jersey, has a municipal walking club organized in May,

Harmonica Playing in Los Angeles

Ninety-three thousand, two hundred and seventy-four children in the Los Angeles, California, public schools have been taught a repertoire of 200 selections in the nine years during which harmonica bands in the schools have been organized. From 178 schools in which 15,795 players are enrolled, 2,500 advanced harmonica players were selected to appear in a concert at the Hollywood Bowl March 25th.

Cooking Classes for Young Men

The supervisor of activities for unemployed youth in New Britain, Connecticut,

reports that classes in cooking are very popular among the young men. Four classes have been organized, and the number of applications being received will in all probability make another class necessary. At first the purpose was to teach camp cookery, but then came a demand for short order work as done in restaurants, and now the serious study of bakery and the higher branches of the art is attracting attention.

Chicago Has New Type of Police Institute

One of the activities of the Chicago, Illinois, Recreation Commission is the

inauguration of the police institute through which lectures are being given at 36 police stations to 4,000 uniformed policemen. It is hoped that much good will result from this activity, designed as Mayor Kelly points out, "to help Chicago police officers in guiding boys and girls in the proper paths of recreation." Miss Jane Addams of Hull House, expressed her interest in the project, suggesting that if promotion and awards could be given the policemen whose districts are most orderly and contribute the fewest boys to the courts, it would afford a tremendous start.

WORLD AT PLAY

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Training Courses for Camp Counselors —
The Children's Welfare Federation, 386 Fourth Avenue, New York City, announces its eighth training course for camp counselors to be held at Camp Northover, Bound Brook, New Jersey, June 13th to 16th. Instruction and practice will be provided in specialized fields such as nature study, music, dramatics, athletics and games, crafts and hobbies. In addition, there will be round table discussions on social problems for children, camp government, health and first aid, waterfront safety, the spiritual values of camp life, and similar topics. There will be a special conference for directors on Sunday noon.

The Educational Alliance and Young Men's Hebrew Association will conduct at Surprise Lake Camp, Cold Spring, New York, a training course for camp counselors. The course, which will extend from June 30th until Labor Day, will cover information on camp administration, personal qualifications, abilities and skills, the evaluation of results of camping, projects and programs, and participation in all phases of camp programs. Information may be secured from Mr. Max Oppenheimer, Adminis-

trator, Surprise Lake Camp, Cold Spring, New York.

Playgrounds Wanted—Three hundred and thirty-nine mothers in tenement districts recently expressed their desires with reference to a number of features in housing development such as community laundries in the basement, laundries in the kitchens. Two hundred and twenty individuals reported that they wanted a playground for their small children and 213 wanted a playground for older children. Few other features received as many votes.

A Volley Ball Demonstration — The first large volley ball demonstration ever held in Cincinnati, Ohio, for girls and women was staged by the Amateur Athletic Union on Monday, February 18th. The program consisted of two demonstration volley ball games played under different rules, followed by a general demonstration covering coaching methods and rules. The first game was played according to the official rules for women established by the Women's Athletic Section of the A.P.E.A. The second game was played according to the rules of the United States Volley Ball Association, and the teams were made up of older women. Following the games there was a general discussion of various phases of volley ball led by Miss Helen Coops of the University of Cincinnati and A.A.U. Chairman of the Committee on Women's Sports.

As an outcome of this meeting two events have been planned, a game of mixed volleyball, three men and three women on one side, to be played for demonstration purposes, and a volleyball night, a meet in which teams from all over the city will come together and play. This will be under the supervision of the Women's Committee of the A.A.U.

A Recreation Conference in Massachusetts
—On March 15th, 16th and 17th, outdoor enthusiasts gathered at Amherst, Massachusetts, for the second annual recreation conference held under the auspices of Massachusetts State College. One of the highlights of the sessions included an explanation of the recent development of game management problems, and it was shown how the golfer, the winter sportsman, the hiker, the camper, can all make a

C. J. Atkinson

On April 4, 1935, after a brief illness, C. J. Atkinson, former secretary of the Boys' Clubs of America, Inc., passed away at his home in Highland Mills, New York. For many years Mr. Atkinson cooperated closely with the work of the National Recreation Association. He gave himself without stint to the work for boys to which he had early dedicated all his powers.

definite contribution to game management. Golfers and golf maintenance officials were told that organized gambling in sports is the greatest danger which golf faces today. Speakers recommended immediate organization to combat these evils, which threaten to hinder seriously further development of the game in this country. Other subjects discussed included forestry, winter sports, archery, camping, hiking and community recreation.

Puppetry Popular — In February, the Cincinnati, Ohio, Public Recreation Commission held a week's institute devoted exclusively to puppetry. Sixty-two people were enrolled in the class and nearly as many again sought admission. Great enthusiasm was displayed. During the week each student modeled a puppet head, painted it, assembled the body, dressed the marionette and attached the required string. At the end of the fifth day the students were given instruction in the proper operation of their puppets. The sixth day was devoted to the construction of a marionette theater for the Recreation Commission. The prices of the finished marionettes ranged from 15 cents to 95 cents, depending upon the style of construction.

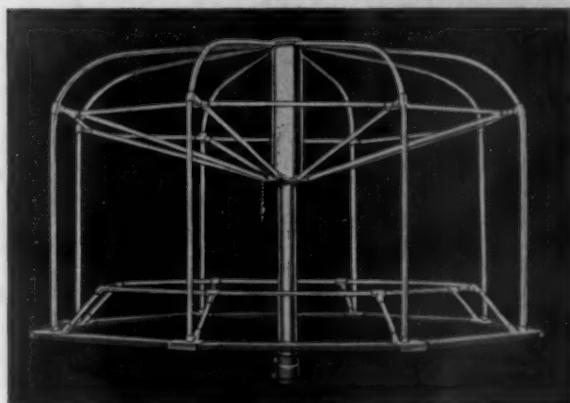
To continue the interest aroused, the Recreation Commission plans to employ a special worker to take charge of the group and develop a "Littlest Theater." With the group which will be developed the plays will be taken to different schools and institutions to produce children's plays.

Character Training for Youth

(Continued from page 142)

of school organization and instruction involves a degree of suppression that stimulates unguided and unruly activity as compensation beyond the

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school walls. It does not arouse tastes and desires that would be followed up in constructive ways outside the school. It leaves boys and girls, especially those more active by nature, an easy prey to mere excitement.

In short, as far as schools are concerned, the present interest in more effective character education may have two different results. If it is satisfied by merely adding on a special course for direct instruction in good behavior, I do not think it can accomplish much. If it leads public attention to the changes that are needed in the schools in order that they may do more to develop intelligent and sturdy character in the young, it may well be the beginning of a most important movement.

It seems to me especially important that organizations of business and professional men should exercise an influence along the lines mentioned. They have already done a great deal in promoting the growth of the playground movement. They can determine to a great extent the treatment of delinquents, with respect to both prevention and

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cure. They are in a better position than any other one class to realize what slums and bad housing do to foster juvenile criminality. They can exercise a powerful influence upon the kind of movies that are shown in the community. Instead of throwing their powerful influence for so-called economy measures that eliminate provision for activity in lines of useful work in the schools, retaining only the driest and most formal subjects, they can effectively cooperate with school authorities to promote school subjects that give a healthy outlet to those impulses for activity that are so strong in the young. Through active parent associations they can bring more of the outside world into the school, breaking down that isolation of the school room from social life which is one of the chief reasons why schools do not do more effective work in the formation of character.

On the Summer Playgrounds of 1934

(Continued from page 150)

there were no organization. The meetings are short, but the projects that the club is interested in are discussed in order that each girl may know whether or not she is interested in them. Among the projects discussed at the last meeting were the

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plays to be given, a watermelon party at the Bay-shore, the renovation of the ladies' dressing rooms, the playground ball schedule, the contribution of an act in the playground circus, reading, approving and learning a playground song, and the promise that two members would read original plays to be entered in a national play contest of the Girl Scouts.

Committees are appointed which include girls who are genuinely interested; those who are unable to be active in any project for any reason do not hesitate to say so. Attendance is good because the girls who miss a meeting feel they are not having an important part in the formation of the program and are not having their say in the policies of the playground. They concentrate mainly on the activities which concern them directly, but when they vote to enter with any other group or project there is a unified effort the value of which is inestimable.

Sioux City's Honor Point System

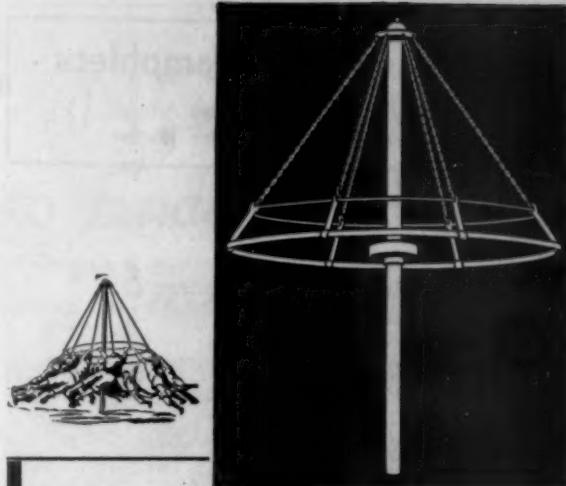
For the past three years the Department of Recreation of Sioux City, Iowa, has been conducting its program on the honor point system, including points for memorizing poems. This year the system is being revised and for the poems a "reading for fun" feature is being substituted. The Children's Department of the Public Library is selecting twenty books for each of the seven classes. In addition, a brief synopsis of each book is being prepared for use by playground leaders when children give their oral reports.

Playground Planning and Layout

(Continued from page 155)

Some Practical Considerations

The mechanics of keeping a playground tidy and in good repair should be as unobtrusive as possible. Some sort of a service court, yard, shed or at least a tool box is necessary. Without such equipment the caretaker is put to great inconvenience and collected refuse is a problem. To care for the custodian is a simple matter but it is often overlooked. His requirements are few: he needs shelter for tools, concealment for refuse and repair materials, and free access to all parts of the grounds. He should have a fence around his yard and some screening from public gaze. His shelter may be the field house or a simple shed. The important point is that the housekeeping facilities of the playground should not be overlooked and later set up by the maintenance department

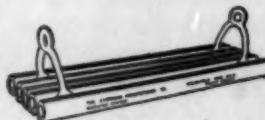


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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Leisure, May 1935

The National Dance Festival, by Sydney Greenbie
A School Party, by Ruth M. Luther
The Camp As a Character Builder, by C. R. McKenney

Character, April-May 1935

Eight Tests for Parents in Selecting a Summer Camp, by Hedley S. Dimock
Character Education in the Summer Camp, by Charles E. Hendry

The American City, May 1935

Natural Resources Used to Make an Attractive Recreation Center, Prescott, Arizona
What County Parks Should Be, by C. L. Palmer
Exceptional Opportunity to Enlarge Recreation Areas

Parks and Recreation, May 1935

Outdoor Recreation Planning for America, by Conrad L. Wirth
Claremont Park—The Problem and the Solution, by Edward Clark Whiting
East Bay Regional Park, by Emerson Knight
Esthetic Appeal of Union County Park System, by Arthur R. Wendell
What Shall We Do With This Leisure? by V. K. Brown

Camping Magazine, May 1935

What Educators Say Regarding the Educational Significance of Camping, by William G. Vinal
The Enrichment of Spiritual Life in Camp, by Edwin M. Hoffman

Educational Screen, May 1935

A Project in Puppet Production, by Naomi D. and George W. Wright

Safety Education, June 1935

Boys and Girls Organize for a Safe Summer, by Elizabeth Brooke
A Yardstick for Aquatic Safety, by Marie W. Bishop

The Library Journal, May 15, 1935

Branch Library Housing for Little Theatres, by Clarence Arthur Perry

Camping World, May 1935

Waterfront Protection, by Captain Charles B. Scully
Masks—How to Make Them, by Viola Allen

The Journal of Health and Physical Education, May 1935

Leisure-Time Activities for the Summer School, by E. M. Sanders
Leisure, For What? by Jay B. Nash
Rural Recreation in Florida Under the Emergency Relief Administration, by Lora M. Lock

Mind and Body, March 1935

Scientific Foundation of Physical Education, by Jay B. Nash
Recreation in Japan, by Dr. Seiichi Kishi
How About LaCrosse for Girls? by Martha Gable

PAMPHLETS

Winter Report of Wheeling, West Virginia, Recreation Department, 1935

Official Report of the Convention of the Department of Superintendence of the National Education Association, 1935. Price \$1.00 per copy

Sixth Annual Report of the Recreation Commission of Amsterdam, New York, 1934

Annual Report of the Park Department for the Year Ending December 31, 1934, of Salem, Mass.

in some conspicuous spot. The cost of maintenance can be held low if time saving facilities are installed at the time of construction, as for example, the provision of ample water connections for lawn sprinkling and a simple, easily cleaned system of drainage. Sometimes simplicity of operation may justify the use of pipes and wires of a capacity greater than actually required. Certainly the underground utility equipment should be up to the standard of all improvements on the playground.

When the plan has been finished and the grounds constructed according to it, the designer need not remain long in doubt wondering whether he did a good job. There are four sure tests from the point of view of the boys and girls, the play leader, the taxpayers and the neighbors. To these may be added another: Is the average person who visits or uses the playground unconscious of the planning that has gone into it? Do the arrangement, the apportionment of space, the location of buildings, fences and even of trees appear so logical and simple that no studied design is apparent?

The nearer the plan approaches perfection, the more natural and inevitable it seems. This is the measure of a good playground plan.

The Swimming Pool on the Playground

(Continued from page 156)

fore the swimming program begins. The leaders should be trained in the technique of strokes and life saving work.

Groups may be organized such as swimming teams, competitive diving and life saving groups, master swimmers' clubs and clubs for stunt swimming. Water carnivals including all the pupils may be given at the end of the campaign. These exhibitions should be worked out to suit the local community. The program must not be too formal, and it is well to let the ideas come from the children allowing them to give their suggestions freely. Awards may be presented at this water program.

(Continued on page 180)

Among Our Folks

W. C. Batchelor, formerly Superintendent of Recreation in Pittsburgh, has resigned. Louis C. Schroeder, formerly on the staff of the National Recreation Association, has been appointed as his successor.

When by a special action of the state legislature last year the Recreation Board of Parkersburg, West Virginia, was abolished together with all existing municipal boards throughout the state, D. D. Hicks, Superintendent of Recreation, became Recreation Director of the State ERA recreation program for West Virginia. The Parkersburg Community Chest has since appropriated \$3,000 for reinstating the recreation program, and Fred Conaway has been employed as full time director.

Clearwater, Florida, has appointed a recreation board and has employed as its full time director Ralph D. Van Fleet who for the past two years has served as part time worker.

Recreation commissions have been appointed by ordinance in Lafayette and Winnsboro, Louisiana. Harry A. Wuelser has been employed as year round worker at Lafayette.

Don Griffin has been appointed Recreation Director of the Milwaukee County park system, Milwaukee, Wisconsin, following a period of service on the staff of the city's Extension Department of the Public Schools.

Joseph F. Riley, formerly Superintendent of Recreation in Elmira, New York, has become Director of Recreation of the Elmira Reformatory.

James F. McCrudden, formerly Director of Community Service, Yonkers, New York, has been made Superintendent of the Recreation Commission.

Arthur Nelson formerly in charge of activities of Yonkers Community Service, has become Assistant Superintendent of Recreation.

Announcement has just been made of the resignation of Dr. James H. McCurdy as Director of the Natural Science Division at Springfield College and the appointment of Professor George B. Affleck as his successor. For many years Dr. McCurdy has been a very loyal friend of the recreation movement, serving as a member of the Board of Directors and giving wholehearted service to the movement. Dr. McCurdy has given particular thought to research problems relating to physical education and recreation. Dr. McCurdy has a host of friends in the recreation movement.

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The Swimming Pool on the Playground

(Continued from page 178)

A Brief Bibliography

Recreational Athletics

National Recreation Association, 315 Fourth Avenue, New York City

A.R.C. No. 1005

American Red Cross, Washington, D. C.

Swimming Simplified, by Lyba and Nita Sheffield

A. S. Barnes and Company, 67 West 44th Street, New York City

How to Teach Swimming and Diving, by T. K. Cureton

Association Press, 347 Madison Avenue, New York City

Recreational Swimming, by T. K. Cureton

Association Press, New York City

Swimming Badge Tests

National Recreation Association

Costume Balls in the Black Hills

(Continued from page 159)

the business angle. Yard goods that had been in stock for years was uncovered, and if anything proved salable the stores profited. Trimmings, outmoded many years ago, were "just the thing" to add a desired touch to a costume. Hair dressers were too busy to fill all appointments, and such fun they had planning pompadours, curls and fancy twists! The drug store sold lipstick, eyebrow pencil and rouge to women who ordi-

narily leave no place in their budgets for such vanities. The local photographer set up his camera in one corner of the dance hall, and through the lens caught the pictures of the evening. He finished these at reasonable cost, enlarged and tinted several, and took orders. Of course, the originals bought! Dressmakers took on helpers and transformed their homes into regular workshops. A few more dollars in the purses of persons who could well use them!

And when the excitement of the Spearfish ball had passed, a large delegation, including the Queen's party, attended a ball in Rapid City on February 22nd where they exchanged dances with couples from Custer, Hot Springs, Hermosa and Rapid City, and watched the crowning of the Queen who will preside over the Black Hills opening of the pageant.

If the play spirit, caught by Spearfish and other Black Hills communities, carries over into the summer months, there will be a release of the human spirit that will make the Black Hills playground a scene of incomparable jollity, with the touches of history to make vivid the incidents that have gone into the making of the American scene.

Start Your Planning Now for the Summer Closing Festival

(Continued from page 162)

There were singing and dancing acts, a boxing match, Indian songs and dances, and ukulele playing.

Last season 700 children from fourteen playgrounds in Vancouver appeared in a circus which the Elks financed at a cost of \$200. The circus was such a success that it is to be an annual affair with the best of last season's acts incorporated each year. About forty acts were presented and at the end of the show prizes were presented for the best performers, taking into consideration general conduct on the playground during the season.

Folk Festivals

International folk festivals featuring the idea of good will furnish a flexible vehicle as each ground can select a nation and develop folk dances or a festival scene centering around a custom of the country. Such figures as History, Progress, Peace, etc., serve as narrators and introduce the groups of children. Since it is desirable to have as little speaking as possible, most of the pageants revolve around a few such symbolic figures. The

use of amplifiers is recommended whenever possible. When the festival tells a familiar story, the simple plot is usually carried forward by pantomime and a short description is sometimes included in the program.

If the playground supervisor wishes to use the closing festival as an opportunity to demonstrate the work of the summer, Drama Service recommends *The Gifts** which was prepared for the National Recreation Association on its twenty-fifth anniversary. This pageant shows children, young people and adults in a community-wide recreation program. The adult groups may be omitted but if the city is carrying on a comprehensive program it may be appropriate to include these groups with the playground children. The pageant utilizes practically every playground activity. Seven characters—Community, Home, School, Church, Spirit of Childhood, Spirit of Youth, and Spirit of Leisure—carry the speaking parts and introduce the groups. This simple pageant presents a colorful and ever changing panorama of play which carries an irrefutable argument for play leadership and leisure time activities.

* Obtainable from the National Recreation Association. \$2.25.

When the Neighborhood Playground Ends Its Season

(Continued from page 165)

all who have contributed to the success of the summer playground season and the closing event. These can be included on the printed program, published in the newspapers and given personally by the master of ceremonies, or better still, by the chairman of the sponsoring committee, just before the closing number on the entertainment program.

And then, when we inventory and pack away our few remaining supplies, we might again turn the matter over in our minds. From this closing event, what impression did the visitors carry away with them? Was it really that the children were amazingly happy and spontaneous, knee deep in their big undertaking? And what of the youngsters themselves? Just "So long 'til next summer."

A Civic-Minded Garden Club

(Continued from page 166)

berried shrubs, compost piles, wardian cases, house plants, seed catalogues and Christmas greens.

Informal talks are given three or four times a



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month by people who are authorities in some particular garden subject. Folding chairs transform the exhibition room into a small lecture hall. Over 800 people attended these lectures last year.

The establishment of a garden center is a project all communities can attempt. It meets a definite civic need. The entire town is improved by educating the citizens to beautify the surroundings of each individual home. It helps to center all garden club groups for constructive work. It proves a center for such civic projects as elimination of ugly areas, reforestation and community gardening. It provides a place for assembling a horticultural library and enables the holding of such activities as flower shows and a surplus plant exchange. There is no limit to what can be accomplished among the children for they clamor for classes in growing flowers and vegetables. Early in life they thus learn the love of beauty as expressed in nature. Model gardens may be laid out nearby and a botanical garden started for the information of all ages. Who can measure the influence for good that such a garden center may exert?

The Farm As A Camp Background

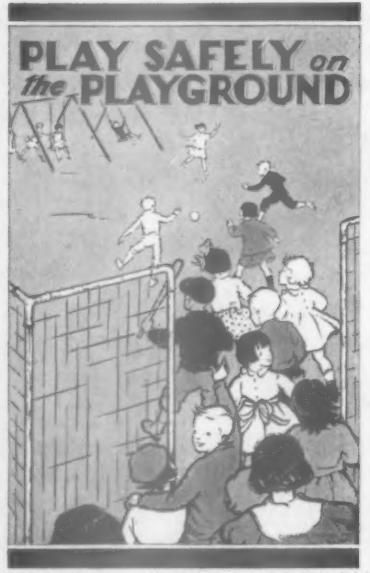
(Continued from page 172)

solution to those organizations who carry on this two week system as its basis because of prohibitive cost of maintenance. With the food bill per child per nine week season cut down to \$16.95, as at the Commune Farm, and even lower in other set-ups, children can spend longer periods at the same cost as their two week vacation. With longer periods of time at the disposal of the child, counselors no longer will serve as comedians for these two week periods (children acting passive roles) but will assume a new outlook and will provide the children with limitless opportunities for true participation in country life.

For those schools which have made progressive steps in their curriculum, the farm project offers much as an extension of work done in the city schools. In the farm community children have sufficient opportunities for leadership, active assumption of responsibilities, true planning and a real insight into new ways of living. From a character-educational set-up, this work calls for immediate cooperation on every child's part. From the purely academic

standard, this extension would bring the child into direct contact with original fields of study. The study of biology, physics, chemistry, geology, dietetics, surveying, breeding and cooking becomes quite alive, substantial and spontaneous. The close contact with life in the raw gives vent to a good deal of painting, clay work, writing and other mediums of creative expression. The crudeness of the household calls for an immediate and practical use of any arts and crafts that may have played a part in the child's school curriculum. The knowledge of how to make candles may be of little use in a modern home, but the farm household can not do without it. Copper candle holders, wrought by hand, may have a decorative place in the city environment, but they have a practical use in the rehabilitation of an old farm.

It is the hope that this description of the experience in working out the camp project may pave the way for a better basis of camp work. More and more opportunities to get away from the unreal and artificial environment of the school must be offered to children if we are to seek well rounded personalities that must eventually accommodate themselves to a gigantic practical world.



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FROM England comes a new and delightful series of hobbies and handcraft booklets known as *Hours of Leisure*. Profusely illustrated and attractively printed, they will be welcome additions to the library of the recreation worker. Those available include: *The Model Theatre*, by Victor Hembrow; *Puppet Making*, by Dana Saintsbury Green; *Sign-Writing*, by T. G. Birtles; *The Doll's House*, by J. A. Grant; *Cut Paper Decoration*, by Christopher St. John; *Fabric Printing*, by W. B. Adeney; *Cushion Making*, by Jeannetta Cochrane, and *Radio and Gramophone Cabinets*, by P. A. Wells. These publications are available from the Studio Publications, Inc., 381 Fourth Avenue, New York City at 35 cents each.

Social Games For Recreation

By Bernard S. Mason, Ph.D. and Elmer D. Mitchell, A.M.

ARMED with this book, the recreation leader will never lack for an answer to the question, "What shall we play?" for the volume offers over 1,200 individual games for the use at home, school, club and playground. Furthermore the method of classification makes it easy to find the type of material desired. Classifications include social mixers; social dancing aids; party games; mystery games; dramatic party games; social relays and group contests; duel contests and combats; council ring activities; rotative party games; mental play; useful teaching games; clubroom and play room games; automobile games and contests; picnic activities; stalking and Scouting games; joke stunts; forfeits. There are many line drawings and photographs.

In using this book the leader should keep in mind the fact that in itself the book does not attempt to cover the entire field of games but is to be used in conjunction with its companion volume, *Active Games and Contests*.

Great Patriots' Days

By Nina B. Lamkin. Samuel French, New York. \$50.

THIS booklet, the most recent of the "All Through the Year Series," contains suggestions for honoring Columbus, Washington, Lincoln, Lee and Roosevelt. Information is given regarding these heroes, and there are appropriate quotations, playlets and suggestions for programs. Source material is offered.

101 Best Songs

Revised 35th Edition. Cable Company, Chicago, Illinois. 10¢ a copy, \$1.00 a dozen, \$7.00 a hundred.

THIS is the least expensive of all the collections of songs of community singing or other informal singing. It contains all the old familiar songs, most of them in four parts, and also a few choruses from the lighter

operas, and a few hymns and rounds. It is very clearly printed and is of convenient size and weight. It would serve very well as a basic or central "text book" for any informal singing group, for which additional small collections or single songs could be added.

Everybody's Song Book

Obtainable from Frederic J. Haskin, Director, Washington Information Bureau, Washington, D. C. 20¢ a copy.

THIS book differs from the one mentioned above in that it contains 225 songs, including cowboy songs, sea chanteys, Negro spirituals, a larger number of hymns, Christmas carols and children's songs and several old songs which in their day were very widely known and deserve to be revived. There are a number of trivial songs which can be disregarded. A very useful, inexpensive book.

Modern Basketball For Girls

By Wilhelmine E. Meissner and Elizabeth Yeend Meyers. Scholastic Coach Bookshop, New York. \$1.00.

THE material in this book is designed by the authors, who are members of the Committee on Women's Basketball of the A.P.E.A., for people who have a general basic understanding of basketball and who wish to make the game more interesting by incorporating tactics and techniques of various sorts. "Fast and well timed passes, clever dodges, quick accurate shots, well executed pivots and purposeful floor plays should be dominant in girls' basketball today," state the authors in their preface. The book is profusely illustrated with a large number of photographs and diagrams.

We Can Take It

American Book Company, 88 Lexington Avenue, New York. Paper 25¢; cloth 60¢.

IN this booklet of 128 pages, Ray Hoyt tells the story of the first two years of the Civilian Conservation Corps. He paints a vivid picture of thousands of young men at work and play, and gives us the objectives and scope of this program in which four Federal departments are cooperating. Mr. Hoyt has been in touch with thousands of men as they have served in the camps and his book reflects the spirit of the movement.

Swimming Analyzed

By Gertrude Goss. A. S. Barnes and Company, New York. \$2.00.

THIS book presents in order a possible teaching progression in swimming, diving and stunts from the beginning through the advanced stages. It also contains chapters on the organization of swimming meets, formation swimming, modified water polo, and the care and sanitation of swimming pools.

Work Night Program.

Church Handcraft Service, St. Albans, New York. \$25.

A work night, according to this practical mimeographed booklet, is an evening given over to the making of simple, inexpensive but attractive and useful articles. It is a program designed to acquaint young people with the value and enjoyment of simple craft work. The booklet tells how to prepare for a work night and describes the articles which can be made—metal mascots, initialed writing paper, belts, articles of leather and oil-cloth, decorated boxes and bottles. This is a helpful little book to have in your handcraft library.

Community Programs for Summer Play Schools.

By LeRoy E. Bowman. Edited by Benjamin C. Gruenberg. Child Study Association of America, 221 West 57th Street, New York. \$35.

Vacation projects in experimental education and creative recreation through the cooperation of schools and other community agencies are described in this pamphlet, and conclusions and suggestions from observations and field service in various cities are presented. The pamphlet is divided into three parts: The Need and the Opportunity; Origin and Development of the Program; The Program and Suggestions for Organization.

Behavior of the Preschool Child.

By Lois M. Jack, Ph.D. Iowa Studies in Child Welfare. University of Iowa, Iowa City, Iowa. Paper bound \$1.35; cloth bound \$1.70.

The primary purpose of this study has been to determine and to study some of the factors in the social behavior of children of preschool age who maintained a position of ascendancy in the free play of their preschool groups. The subjects selected were four year old children in the preschool laboratories of the Iowa Child Welfare Research Station. This book gives in detail the findings of the study.

Swimming Pool Data and Reference Annual.

Hoffman-Harris, Inc., 404 Fourth Avenue, New York. \$2.00.

In 1935 the issue of the Swimming Pool Data and Reference Annual, in addition to the Joint Committee Report of the Joint Bathing Place Committee of the State Sanitary Engineers and the American Public Health Association, contains a number of articles on swimming pool construction and administration. There is also a comprehensive article by Thomas K. Cureton on "Mechanics and Kinesiology of Swimming."

"Kit" 38.

Edited by Lynn and Katherine Rohrbough. Published by Lynn Rohrbough, Delaware, Ohio. \$25.

An interesting feature of "Kit" 38, the latest of the Pocket Recreation "Kit," is the section on "Guide Posts to Leisure" with its analysis and interpretation of various phases of leisure-time problems and interests. There is also a section in which international games and a number of group games and stunts are described.

Group Activities for Mentally Retarded Children—A Symposium.

Bulletin, 1933, No. 7. Compiled by Elise H. Martens. Office of Education. Government Printing Office, Washington, D. C. \$20.

In every school system the education of mentally handicapped children presents serious problems. The author of this bulletin has visited classes for exceptional children in a number of cities and states in which they are being successfully conducted, and with the help of a number of

teachers, has collected a number of fully tested group activities. The activities selected are those related closely to the life of the communities in which the children live and in which they must eventually find a place economically and socially. One chapter tells of the organization of a toy orchestra; another of beautifying the schoolroom, while a third describes a study of trees, and still another the food market. Helpful bibliographies are included in the book.

A Health-Physical Education-Recreation Bulletin.

Womans Press, 600 Lexington Avenue, New York. \$25.

The February issue of *A Health-Physical Education-Recreation Bulletin* contains in addition to its section on health programs in the Y.W.C.A.'s, the recreation programs being conducted by local Y.W.C.A.'s throughout the country.

Bibliography of School Buildings, Grounds, and Equipment—Part IV.

By Henry Lester Smith and Forest Ruby Noffsinger. Bureau of Cooperative Research, Indiana University, Bloomington, Indiana. \$50.

Part IV of this bibliography is an extension of the bibliography, Part I of which was first published in January, 1928. Part IV includes references from April, 1932, to October, 1934. The four parts of the bibliography should be used together as there is no overlapping of references. The material is carefully classified under twenty-two subject headings, and there are a number of references to playgrounds, athletic fields, indoor play rooms, and similar recreational facilities.

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Can You Answer These Questions?

- For the growing increase in juvenile delinquency the school is sometimes charged on the basis of inattention to moral education. How far are such charges justified? What are the factors involved in character formation?

See page 139

- What considerations are involved in planning for a day camp? What results may be hoped for? What are some of the experiences in day camping which make it a happy venture?

See page 143

- Last summer thousands of playgrounds dotted American cities. What were some of the outstanding activities carried on? What part did the children play as leaders?

See page 147

- Mention four tests which may be applied to determine successful playground layout and planning. What goes into playground planning? What factors determine activities? Are playground buildings necessary?

See page 151

- Suggest a program for playground swimming pools. What groupings of children have been found desirable?

See page 156

- How may satisfactory chess equipment be made by playground children? Is it possible to interest children in chess? How?

See page 157

- The summer playground closing festival with all the necessary preliminary planning is a matter which playground workers are already thinking about. What form do these festivals take? What is the best way of going about the planning of events? What have some cities done?

See page 160

- Sometimes it is desirable to make playground closing programs strictly neighborhood events rather than city-wide celebrations. How plan such a neighborhood event so that the children will have a part and will feel it is their own "show"? What features are to be considered in planning the program? How can it be made a truly happy event?

See pages 163 and 167

- How may a garden club be made a really worthwhile project, city-wide in its scope? What special exhibits and programs may be arranged? What are the values involved in such an undertaking?

See page 166

- A cooperative farm camp in among the newer camp developments. What are some of the advantages of such a camp? What steps are involved in organizing it? How may difficulties be overcome?

See page 169

The Birthright of Children

*A*LL children should know the joy of playing in healthful mud, of paddling in clean water, of hearing birds sing praises to God for the new day.

They should have the vision of pure skies enriched at dawn and sunset with unspeakable glory; of dew drenched mornings flashing with priceless gems; of the vast sky all throbbing and panting with stars.

They should live with flowers and butterflies, with the wild things that have made possible the world of fables.

They should experience the thrill of going barefoot, of being out in the rain; of riding a white birch, of sliding down pine boughs, of climbing ledges and tall trees, of diving headfirst into a transparent pool.

They ought to know the smell of the wet earth, of new mown hay, of sweet fern mint, and fir; of the breath of cattle and of fog blown inland from the sea.

They should hear the answer the trees make to the rain and to the wind; the sound of rippling and falling water; the muffled roar of the sea in storm.

They should have a chance to fish, to ride on a load of hay, to camp out, cook over an open fire, tramp through a new country and sleep under the open sky.

They should have the fun of driving a horse, paddling a canoe, sailing a boat. . . .

One cannot appreciate and enjoy to the full extent nature, books, novels, histories, poems, pictures, or even musical compositions, who has not in his youth enjoyed the blessed contact with the world of nature.

—HENRY TURNER BAILEY.